



Gladstone Road Primary School Writing Curriculum Overview



Key Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Oliver Jeffers 	The Three Little Pigs Little Red Riding Hoods The Gingerbread Man Traditional Tales 	The Tiger Who Came to Tea Judith Kerr The Gruffalo Julia Donaldson The Christmas Promise Alison Mitchell 	Percy the Park Keeper Nick Butterworth The Tiny Seed Eric Carle 	The Way Back Home Here We Are Oliver Jeffers Beegu Alexis Deacon 	Lots- The Diversity of Life on Earth Nicola Davies A Squash and a Squeeze Julia Donaldson Lost Toy Museum David Lucas 	The Lighthouse Keepers Lunch Ronda Armitage Jack and the Beanstalk Traditional Tales 
Year 2 Roald Dahl 	The True Story of The Three Little Pigs Jon Scieszka Rainbow Fish Marcus Pfister 	Paddington Michael Bond Christmasaurus Tom Fletcher 	Vlad and the Great Fire of London Kate Cunningham Lubna and the Pebble Wendy Meddour 	The Owl Who was afraid of the Dark Jill Tomlinson Our Tower Joseph Coelho 	Meerkat Mail Emily Gravett Fantastic Mr Fox Roald Dahl 	Charlotte's Web E.B. White Journey Aaron Becker 



Gladstone Road Primary School Writing Curriculum Overview

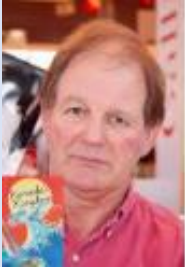
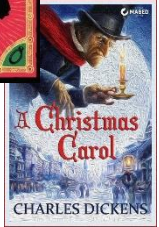
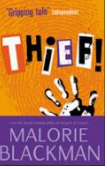


Key Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Anne Fine 	Stone Age Boy Satoshi Kitamura The Hodgeheg Dick King-Smith 	Bill's New Frock Anne Fine Pugs of the Frozen North Phillip Reeve 	Escape from Pompeii Christina Balit The Iron Man Ted Hughes 	The Boy Who Biked The World Part 1 Alistair Humphreys The Gingerbread Star Anne Fine 	The 13-Storey Treehouse Andy Griffiths & Terry Denton After the Fall Dan Santat 	Dragons at Crumbling Castle Terry Pratchett Henry's Freedom Box Ellen Levine & Kadir Nelson 
Year 4 Kate DiCamillo 	The Miraculous Journey of Edward Tulane Kate DiCamillo Varjak Paw SF Said 	The Lion, the Witch and the Wardrobe C.S. Lewis The Polar Express Chris Van Allsburg 	Beowulf Michael Morpurgo The Journey Francesca Sanna 	The Land of Roar Jenny McLachlan Varmints Helen Ward 	King Midas and Other Greek Myths Eric A. Kimmel Matilda Roald Dahl 	Operation Gadgetman! Malorie Blackman The Selfish Giant Oscar Wilde 



Gladstone Road Primary School Writing Curriculum Overview



Key Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Michael Morpurgo 	Kensuke's Kingdom Michael Morpurgo Floodland Marcus Sedgwick  	Treason Berlie Doherty A Christmas Carol Charles Dickens  	Secrets of a Sun King Emma Carroll The Bear and the Piano David Litchfield  	Journey to the River Sea Eva Ibbotson Voices in the Park Anthony Browne  	Street Child Berlie Doherty The Secret Garden Frances Hodgson Burnett  	The Highway Man Alfred Noyes Thief! Malorie Blackman  
Year 6 Katherine Rundall 	Rose Blanche Ian McEwan Letters from the Lighthouse Emma Carroll  	Goodnight Mr Tom Michelle Magorian 	The Explorer Katherine Rundell 	The Night School Bus Onjali Q. Rauf 	A Monster Calls Patrick Ness 	Holes Louis Sachar 



Gladstone Road Primary School
Writing Curriculum Overview



Main Writing Outcomes Map		EYFS	Year 1	Year 2		Year 3	Year 4	Year 5	Year 6
Entertain	Narrative – Retelling (1 week)	1	A 2 Su 2	Summer 2			Summer 1		
	Narrative – Setting	1	Autumn 1	S2	S2	Spring 1	Autumn 1	Spring 2	Spring 1
	Narrative – Characterisation (including dialogue)	1	Autumn 1	Autumn 2		Au1 Au2	Autumn 2	Spring 2	Spring 2
	Narrative - Action			Summer 1		Spring 2	Autumn 2	Autumn 2	Autumn 1
	Narrative - Suspense			Summer 1			Spring 2	Summer 2	Summer 1
	Poetry & Playscripts		Summer 1			Summer 1	Sp 1 Su 2	Summer 1	Summer 2
Inform	Labels & Captions		Spring 1	Spring 2		Au1 Sp2	Summer 2		Spring 1
	Recount - Diary		Spring 1	Spring 1		Au1 Sp2	Autumn 1	Summer 2	Autumn 1
	Recount - Newspaper		Autumn 2	Autumn 1		Spring 1	Spring 1	Autumn 2	Summer 1
	Recount – Letter (1 week)		Spring 2	Autumn 2		Spring 2	Summer 1	Autumn 1	Autumn 1
	Instructions (1 week)		Autumn 2	Spring 2 (next year)		Summer 1	Summer 1	Autumn 1	Summer 2
	Non - Chronological Report		Spring 2	Spring 2		Au1 Sp2	Spring 1	Spring 1	Spring 1
	Explanation Text		Sp 1 Su 1	S1	A1	Summer 2	Summer 2	Summer 1	Autumn 2
Persuade	Persuasion – Letter (1 week)		Summer 2	Summer 1	Summer 2	Au1 Sp1	Spring 2	Summer 2	Spring 2



Gladstone Road Primary School
Writing Curriculum Overview



	Persuasion – Advert (1 week)		Summer 1	Autumn 1	Summer1	Autumn 2	Spring 1	Spring 2
Discuss	Discussion				Summer 2	NA	Autumn 1	Autumn 2
	Balanced Argument				Au2 Su1	NA		Autumn 2



Gladstone Road Primary School Writing Curriculum Overview



YEAR 1

	Autumn 1			Autumn 2			Spring 1		Spring 2			Summer 1			Summer 2	
Core Text & Author	The Three Little Pigs	Little Red Riding Hood	The Gingerbread Man	The Tiger Who Came to Tea Judith Kerr	The Gruffalo Julia Donaldson	The Christmas Promise Alison Mitchell	Percy the Park Keeper Nick Butterworth	The Tiny Seed Eric Carle	The Way Back Home Oliver Jeffers	Here We Are Oliver Jeffers	Beegu Alexis Deacon	Lots-The Diversity of Life on Earth Nicola Davies	A Squash and a Squeeze Julia Donaldson	Lost Toy Museum David Lucas	The Lighthouse Keepers Lunch Ronda Armitage	Jack and the Beanstalk
Writing Outcomes	Character description	Setting	Character description	Retell	Retell – innovation	Recount- Newspaper	Recount - Diary	Explanation text	Letter	Explanation text	Character and setting - Poster	Non - Chron Report Leaflet	Poetry	Persuasion – advert	Retell	Persuasion – letter
					Instructions		Labels and Captions									

YEAR 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Text & Author	The True Story of The Three Little Pigs Jon Scieszka	Rainbow Fish Marcus Pfister	Paddington Michael Bond	Christmas-aurus Tom Fletcher	Vlad and the Great Fire of London Kate Cunningham	Lubna and the Pebble Wendy Meddour (The Proudest Blue 2024)	The Owl Who was afraid of the Dark Jill Tomlinson	Our Tower Joseph Coelho	Meerkat Mail Emily Gravett	Fantastic Mr Fox Roald Dahl	Charlotte's Web E.B. White	Journey Aaron Becker
Writing Outcomes	Newspaper	Persuasive Advert	Recount Letter	Character description	Diary	Character description	Labels and captions Non-Chron Report	Setting description	Explanation (postcard)	Suspense	Persuasive letter	Setting description
	Explanation	Character description				Retell	Instructions	Narrative	Recount	Narrative	Setting description	Re-telling



Gladstone Road Primary School Writing Curriculum Overview



YEAR 3												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Text & Author	Stone Age Boy Satoshi Kitamura	The Hodgeheg Dick King-Smith	Bill's New Frock Anne Fine	Pugs of the Frozen North Phillip Reeve	Escape from Pompeii Christina Balit	The Iron Man Ted Hughes	The Boy Who Biked the World - Part 1 Alistair Humphreys	The Diary of a Killer Cat Anne Fine	The 13-Storey Treehouse Andy Griffiths & Terry Denton	After the Fall Dan Santat	Dragons at Crumbling Castle Terry Pratchett	Henry's Freedom Box Ellen Levine & Kadir Nelson
Writing Outcomes	Narrative – Characterisation (including dialogue)	Non-chronological Report	Balanced Argument	Narrative – Characterisation (including dialogue)	Narrative – Setting	Newspaper Report	Recount – Diary	Non-chronological Report	Instructions Writing	Balanced Argument	Explanation	Discussion
	Recount - Diary	Persuasion – Letter	Persuasion – Email	Narrative - Action	Persuasion – Letter		Recount – Letter (Postcard Form)		Persuasion – Advert		Poetry	

YEAR 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Text & Author	The Miraculous Journey of Edward Tulane Kate DiCamillo	Varjak Paw SF Said	The Lion, the Witch and the Wardrobe C.S. Lewis	The Polar Express Chris Van Allsburg	Beowulf Michael Morpurgo	The Journey Francesca Sanna	The Land of Roar Jenny McLachlan	Varmints Helen Ward	King Midas and Other Greek Myths Eric A. Kimmel	Matilda Roald Dahl	Operation Gadgetman! Malorie Blackman	The Selfish Giant Oscar Wilde
Writing Outcomes	Narrative setting	Diary	Characterisation – Including dialogue	Persuasion - Advert	Non-Chronological report Poetry	Newspaper	Character/setting description Narrative suspense	Letter	Retelling Instructions	Recount - letter	Labels and captions Explanation text	Poetry



Gladstone Road Primary School Writing Curriculum Overview



YEAR 5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Text & Author	Kensuke's Kingdom Michael Morpurgo	Floodland Marcus Sedgwick	Treason Berlie Doherty	A Christmas Carol Charles Dickens	Secrets of a Sun King Emma Carroll	The Bear and the Piano David Litchfield	Journey to the River Sea Eva Ibbotson	Voices in the Park Anthony Browne	Street Child Berlie Doherty	The Secret Garden Frances Hodgson Burnett	The Highway Man Alfred Noyes	Thief! Malorie Blackman
Writing Outcomes	Letter	Discussion	Action (in narratives, advance the action)	Persuasive letter	Non-chronological text	Advert for persuasion	Setting description	Characterisation	Explanation text	Poetry	Suspense	Persuasive letter
	Instructions		Newspaper						Playscript		Diary	

YEAR 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Core Text & Author	Rose Blanche Ian McEwan	Letters from the Lighthouse Emma Carroll	Goodnight Mr Tom Michelle Magorian		The Explorer Katherine Rundell		The Night School Bus Onjali Q. Rauf		A Monster Calls Patrick Ness		Holes	
Writing Outcomes	Recount - Diary	Narrative Action	Balanced argument	Explanation	Narrative - setting	Non-chronological report	Characterisation Narrative based	Letter (persuasive)	Narrative - suspense	Instructions		
		Recount Letter	Discussion				Advert		Newspaper Report	Playscripts		



Gladstone Road Primary School Writing Curriculum Overview



YEAR 1											
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 1	Summer 2	Summer 2
Ongoing learning objectives	<p>Transcriptional Skills</p> <ul style="list-style-type: none"> Use phonic knowledge to write words in ways that match their spoken sounds Write some common exception words (English Appendix 1) Spell some words correctly, with others 'phonically plausible' Hold a pencil using a tripod grip Transcriptional Skills Spell many words containing each of the 40+ phonemes already taught Segment spoken words into phonemes and represent these by graphemes, spelling some correctly Spell many phonically regular words of more than one syllable accurately Spell many common exception words taught Begin to form lower case letters in the correct direction, starting and finishing in the right place, Form capital letters correctly Form digits 0-9 Use spacing between words <p>Compositional Skills Combine words to make sentences Write sentences by re-reading what has been written to check that it makes sense Begin to use capital letters, full stops.</p>										
Termly taught learning objectives	Use spacing between words	Use spacing between words	Use spacing between words	Use spacing between words	Use spacing between words	Use spacing between words	Spell many phonically regular words of more than one syllable accurately	Spell many phonically regular words of more than one syllable accurately	Spell many phonically regular words of more than one syllable accurately	Spell many phonically regular words of more than one syllable accurately	Spell many phonically regular words of more than one syllable accurately
	Spell some words correctly, with others 'phonically plausible'	Begin to use full stops.	Begin to use full stops.	Begin to use full stops.	Begin to use full stops.	Begin to use full stops.	Write simple sentences that can be read by themselves and others	Join words and clauses using 'and'	Join words and clauses using 'and'	Join words and clauses using 'and'	Join words and clauses using 'and'
	Hold a pencil using a tripod grip	Spell some words correctly, with others 'phonically plausible'	Spell some words correctly, with others 'phonically plausible'	Spell some words correctly, with others 'phonically plausible'	Spell some words correctly, with others 'phonically plausible'	Spell some words correctly, with others 'phonically plausible'	Use basic, descriptive language	Use basic, descriptive language	Use basic, descriptive language	Use basic, descriptive language	Use basic, descriptive language
	Write simple sentences that can be read by themselves and others	Hold a pencil using a tripod grip	Hold a pencil using a tripod grip	Hold a pencil using a tripod grip	Hold a pencil using a tripod grip	Hold a pencil using a tripod grip	Join words and clauses using 'and'	Sequence sentences to form short narratives and information pieces.	Sequence sentences to form short narratives and information pieces.	Sequence sentences to form short narratives and information pieces.	Sequence sentences to form short narratives and information pieces.
		Write simple sentences that can be	Write simple sentences that can be	Write simple sentences that can be	Write simple sentences that can be	Write simple sentences that can be	Use basic, descriptive language	Write sentences	Write sentences	Write sentences	Write sentences



Gladstone Road Primary School Writing Curriculum Overview



					<p>already taught</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly</p> <p>Add suffixes to verbs where no change is needed to the spelling of the root word (-ing -ed,-er,-est)</p>	<p>already taught</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling some correctly</p> <p>Add suffixes to verbs where no change is needed to the spelling of the root word (-ing -ed,-er,-est)</p> <p>Begin to use question marks and exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p>	<p>some correctly</p> <p>Add suffixes to verbs where no change is needed to the spelling of the root word (-ing -ed,-er,-est)</p> <p>Begin to use question marks and exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p>	<p>Begin to use question marks and exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p>	<p>Begin to use question marks and exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p> <p>Add the prefix un- to verbs and adjectives</p>	<p>Begin to use question marks and exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p> <p>Add the prefix un- to verbs and adjectives</p>	<p>exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p> <p>Add the prefix un- to verbs and adjectives</p>	<p>exclamation marks to demark sentences Use regular plural noun suffixes (-s or -es)</p> <p>Add the prefix un- to verbs and adjective</p>
Writing Outcomes	Character description	Retell	Retell – innovation	Recount- Newspaper	Recount- diary	Explanation text	Character and setting - poster	Non – Chron report (leaflet)	Poetry	Persuasion – advert for a toy	Retell - innovation	Persuasion – letter (get cow back or ask giant to join us 'as jack')
	Setting		Instructions		Labels and captions							



Gladstone Road Primary School Writing Curriculum Overview



YEAR 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Ongoing learning objectives	<p><u>Transcriptional Skills</u></p> <ul style="list-style-type: none"> -Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others -Learn new ways of spelling phonemes for which 1 or more spellings are already known -Spell many common exception words correctly -add suffixes to spell many longer words including –ment, –ness, –ful, –less -ly, -er, est -Use and distinguish between homophones and near-homophones -Apply spelling rules and guidance, mostly correctly as listed in English appendix 1 -Form lower-case letters of the correct size relative to one another -Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters -Use spacing between words that reflects the size of the letters <p><u>Compositional skills</u></p> <ul style="list-style-type: none"> -Write simple, coherent narratives about personal experiences and those of others (real or fictional) -Write for different purposes including real events and poetry. -Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular), mostly correctly. -Use the present and past tenses correctly and consistently, including the progressive form -Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) -Make simple additions, revisions and corrections to their own writing 											
Termly taught learning objectives	<p>A1-write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>-use sentences with different forms:</p>	<p>A1-use sentences with different forms: statement, question, exclamation and commands.</p> <p>-use expanded noun phrases to describe and specify</p>	<p>A2- -use sentences with different forms: statement, question, exclamation, command</p> <p>-use expanded noun phrases to describe and specify</p>	<p>A2- use expanded noun phrases to describe and specify</p> <p>-spell many words with contracted forms</p>	<p>SP1-use the possessive apostrophe (singular) [for example, the girl's book]</p> <p>- spell many words with contracted forms (let's, he's, it's,</p>	<p>Sp1-use the possessive apostrophe (singular) [for example, the girl's book]</p> <p>-use expanded noun phrases to</p>	<p>SP2-use the present and past tenses correctly and consistently, including the progressive form</p> <p>-difference sentence types</p>	<p>SP2 -use expanded noun phrases to describe and specify</p> <p>-commas in lists</p> <p>-use adverbs</p> <p>-possessive apostrophe</p>	<p>Su1- use expanded noun phrases to describe and specify</p> <p>-spell many words with contracted forms</p> <p>-suffix –est, ful, less</p> <p>-use sentences with</p>	<p>Su2- use expanded noun phrases to describe and specify</p> <p>-use adverbs</p>	<p>- use expanded noun phrases to describe and specify</p> <p>-use sentences with different forms: statement, question, exclamation</p>	<p>- use expanded noun phrases to describe and specify</p> <p>-commas in lists</p> <p>- use the possessive apostrophe (singular)</p>



Gladstone Road Primary School Writing Curriculum Overview



	<p>statement, question, exclamation, command</p> <p>- use expanded noun phrases to describe and specify</p> <p>- commas in lists</p>	<p>- commas in lists</p>	<p>- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>- use co-ordination, and, but</p>	<p>'they've, I'd, don't)</p> <p>- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>- use the present and past tenses correctly and consistently, including the progressive form</p> <p>- commas in lists</p> <p>- use adverbs</p>	<p>describe and specify</p> <p>- commas in lists</p>	<p>- contractions</p> <p>- use of subordination and co-ordination</p> <p>- commas in lists</p>	<p>- homophones</p> <p>- subordination when/if/that</p> <p>- adverbs</p> <p>- CEW</p> <p>- Contracted forms</p> <p>- exclamations</p> <p>- suffixes -est, ful</p> <p>- past/present tense</p> <p>- co-ordination 'but'</p>	<p>different forms: statement, question, exclamation</p> <p>- adverbs</p> <p>- Contractions</p> <p>- Co-ordination - and, but, or</p> <p>- Subordination because, when, that, if</p> <p>Commas</p> <p>- apostrophe for possession</p> <p>- homophones</p> <p>- making simple additions, revisions, corrections</p>	<p>n, command</p> <p>use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	
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Gladstone Road Primary School Writing Curriculum Overview



Writing Outcomes	Newspaper	Persuasive Advert	Recount Letter	Character description	Diary	Character description	Labels and captions Non-Chron Report	Setting description	Explanation (postcard)	Suspense	Persuasive letter	Setting description
	Explanation	Character description				Retell	Instructions	Narrative		Narrative	Setting description	Re-telling



Gladstone Road Primary School Writing Curriculum Overview



YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Ongoing learning objective S	<p>Transcriptional Skills</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors. • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • Increase the legibility, consistency and quality of their handwriting <p>Compositional Skills</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar of their writing • Plan, draft, write, evaluate and edit writing with simple notes • Use the present perfect form of verbs instead of the simple past • Express time, place and cause using conjunctions, adverbs and prepositions • Use nouns and pronouns appropriately for clarity, to aid cohesion and avoid repetition. • Use most punctuation taught previously (full stops, capital letters, question marks, exclamations, commas in lists) • Use an increasing range of sentence structures and grammar (Appendix 2) 											
Termly taught learning objective S	<p>In narratives, create characters.</p> <p>Begin to organise sentences into paragraphs</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Begin to organise sentences into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>In narratives, create characters.</p> <p>Begin to organise sentences into paragraphs</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>In narratives, create settings</p> <p>Begin to organise sentences into paragraphs</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p> <p>Begin to use inverted commas to punctuate direct speech</p>	<p>Begin to organise sentences into paragraphs</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Use headings and sub-headings to aid presentation</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>	<p>Begin to organise sentences into paragraphs</p> <p>Extend sentences using when, if, because, although (subordinating clauses)</p>
Writing Outcome S	Narrative – Characterisation (including dialogue)	Non-chronological Report	Balanced Argument	Narrative – Characterisation (including dialogue)	Narrative – Setting	Newspaper Report	Recount – Diary	Non-chronological Report	Instructions Writing	Balanced Argument	Explanation	Discussion



Gladstone Road Primary School Writing Curriculum Overview



	Recount - Diary	Persuasion – Letter	Persuasion – Email	Narrative - Action	Persuasion – Letter.		Recount – Letter (Postcard Form)		Persuasion – Advert		Poetry	
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Gladstone Road Primary School Writing Curriculum Overview



YEAR 4												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Ongoing learning objectives	<p><u>Transcriptional Skills</u> Spell most words containing taught patterns including suffixes and prefixes correctly and many common exception words (Years 3&4 word lists, English Appendix 1) Spell further homophones (see Appendix 1), mostly correctly Proof-reads for spelling and punctuation errors Use diagonal strokes to join letters and increase the legibility, consistency and quality of handwriting, ensuring that letters are parallel and equidistant.</p> <p><u>Compositional Skills</u> Proof-read and edit in order to make improvements to spelling punctuation, grammar and vocabulary, using a dictionary where appropriate Organise ideas appropriately for a range of purposes and audiences Consistently and confidently use apostrophes to mark plural possession. Use nouns, pronouns and tenses accurately and consistently throughout and to aid cohesion and avoid repetition Use standard English forms for verb inflections instead of local spoken forms [e.g. we were, not we was] Use a wide range of subordinating conjunctions at the beginning and end of sentences to add relevant detail to multi-clause sentences</p>											
Termly taught learning objectives	<p>In narratives, write with a clear structure, including settings, characters and plot</p> <p>Organise paragraphs around a theme</p> <p>Use fronted adverbials and punctuate</p>	<p>Organise paragraphs around a theme</p> <p>Use fronted adverbials and punctuate with a comma</p> <p>Expand noun phrases with the addition of modifying adjectives, nouns and</p>	<p>Use inverted commas and other punctuation to indicate direct speech [e.g. comma after the reporting clause]</p> <p>Use fronted adverbials and punctuate with a comma</p> <p>In narratives, write with a clear structure</p>	<p>In non-narrative material, using simple organisational devices</p> <p>Expand noun phrases with the addition of modifying adjectives, nouns and prepositional</p>	<p>In non-narrative material, using simple organisational devices</p> <p>Organise paragraphs around a theme</p>	<p>In non-narrative material, using simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Use fronted adverbials and punctuate with a comma</p>	<p>Use inverted commas and other punctuation to indicate direct speech</p> <p>Organise paragraphs around a theme</p> <p>Expand noun phrases with the addition of modifying</p>	<p>Organise paragraphs around a theme</p>	<p>In narratives, write with a clear structure, including settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices</p> <p>Use fronted adverbials and punctuate</p>	<p>Organise paragraphs around a theme</p> <p>Use fronted adverbials and punctuate with a comma</p>	<p>In non-narrative material, using simple organisational devices</p>	<p>Expand noun phrases with the addition of modifying adjectives, nouns and prepositional</p>



Gladstone Road Primary School Writing Curriculum Overview



	with a comma Expand noun phrases with the addition of modifying adjectives, nouns and prepositional	prepositional					adjectives, nouns and prepositional		with a comma			
Writing Outcomes	Narrative setting	Diary	Characterisation – Including dialogue	Persuasion - Advert	Non-Chronological report Poetry	Newspaper	Narrative – suspense	Letter	Retelling Instructions	Recount - letter	Labels and captions Explanation text	Poetry
	Setting description for parts of Edward's journey	Diary from Varjak's journey	Description and dialogue between the different characters.	Advert for riding on the Polar Express	Non-Chronological report of Vikings Beowulf original poem	Newspaper article on the war		Persuasive letter to encourage people to look after the environment	Retelling a Greek Myth Instructions on how to make the Trojan Horse	Letter form Mathilda	Label and captions for pictures in explanation text Explanation text about one of the gadgets	Retelling of the story in poetry form.



Gladstone Road Primary School Writing Curriculum Overview



YEAR 5												
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Ongoing learning objectives	<ul style="list-style-type: none"> • Spell most words containing taught patterns correctly and many common exception words (years 5 & 6) • Convert nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, -ify) • Use some verb prefixes (dis-, de-, mis-, over- and re-) • Ensure correct subject and verb agreement when using singular and plural • Proof-read for spelling and punctuation errors using both a dictionary and thesaurus, where appropriate • Make deliberate choices over letter shapes and joining to ensure fluency, legibility and good presentation • Select the appropriate form to suit the audience and purpose of writing • Plan and develop from initial ideas drawing on reading and research • Select appropriate grammar and vocabulary, understanding how choices affect meaning (e.g. appropriate conjunctions, technical vocabulary to match subject matter, vocabulary for effect, language to reflect level of formality) 											
Termly taught learning objectives	(Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must))	(Use commas to clarify meaning or avoid ambiguity)	(in narratives, advance the action) (Use brackets, dashes or commas to indicate parenthesis, mostly correctly) (Integrating dialogue)	(language to reflect level of formality)	(organisational features)	(degrees of possibility with modal verbs)	(In narratives, describe settings and atmosphere)	integrating dialogue to convey character and advance the action)	(Use further organisational and presentational devices to structure text and to guide the reader) (technical vocabulary to match subject matter, vocabulary for effect, language to reflect level of formality)	(Select the appropriate form to suit the audience and purpose of writing, using expanded noun phrases to convey complicated information concisely)	in narratives, describe atmosphere) consistent and correct use of tense	(relative clauses beginning with who, which, where, when, whose, that, or with an omitted relative pronoun)
Writing Outcomes	Instructions	Discussion	Action	Persuasive letter –	Non-chron text - About Tutankhamun of the	Advert for persuasion - for	Setting description - based on Journey to	Characterisation – with dialogue	Explanation text	Poetry	Suspense	Persuasive letter



Gladstone Road Primary School Writing Curriculum Overview



					discover of his tomb	bear's concert	the River Sea					
			Newspaper						Playscript		Diary	



Gladstone Road Primary School Writing Curriculum Overview



YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Ongoing learning objectives	<p>Transcriptional Skills</p> <ul style="list-style-type: none"> Spell correctly most words from the Y5/6 spelling list (including a wide range of prefixes, suffixes and homophones) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary (English Appendix 1) Maintain legibility in joined handwriting when writing at speed, using diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. <p>Compositional Skills</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing) Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use verb tenses consistently and correctly throughout their writing Use commas to clarify meaning or avoid ambiguity Use hyphens to avoid ambiguity Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word, grammatical connections [for example] and contrasting or consequential adverbials e.g. on the other hand, and ellipsis) 											
Termly taught learning objectives	<p>Use brackets, dashes, hyphens or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</p> <p>Use relative clauses beginning with who, which, where, when,</p>	<p>Use inverted commas to indicate direct speech</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for</p>	<p>The difference between appropriate formal and informal speech and writing [for example, find out – discover; ask for – request; go in – enter], including the use of subjunctive forms [e/g/. If I were or were they to come]</p> <p>Use relative clauses beginning</p>	<p>Use brackets, dashes, hyphens or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>In narratives, describe settings, characters and atmosphere using figurative language integrating dialogue to convey character and advance the action</p> <p>Use inverted commas to indicate direct speech</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action</p> <p>Use inverted commas to indicate direct speech</p> <p>Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word, grammatical connections [for example] and contrasting or</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (persuasive writing)</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using</p>	<p>In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p> <p>indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might,</p>



Gladstone Road Primary School Writing Curriculum Overview



	<p>whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p>	<p>example, it's raining; I'm fed up]</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use brackets, dashes, hyphens or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</p> <p>indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word, grammatical connections [for example] and contrasting or consequential adverbials e.g. on the other hand, and ellipsis)</p> <p>indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use of the Passive Voice to affect the presentation of information</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, find out – discover; ask for – request; go in – enter], including the use of subjunctive forms [e/g/. If I were or were they to come]</p> <p>Use of the Passive Voice to affect the presentation of information</p>	<p>Use brackets, dashes, hyphens or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</p> <p>Use of the colon to introduce a list and use of semi-colons within list</p> <p>The difference between appropriate formal and informal speech and writing [for example, find out – discover; ask for – request; go in – enter], including the use of subjunctive forms [e/g/. If I were or were they to come]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>	<p>consequential adverbials e.g. on the other hand, and ellipsis)</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Use brackets, dashes, hyphens or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity</p> <p>Use of the Passive Voice to affect the presentation of information</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>	<p>passive verbs to affect how information is presented;</p> <p>indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>The difference between appropriate formal and informal speech and writing [for example, find out – discover; ask for – request; go in – enter], including the use of subjunctive forms [e/g/. If I were or were they to come]</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p>	<p>clauses [for example, it's raining; I'm fed up]</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>commas to clarify meaning or avoid ambiguity</p> <p>Use inverted commas to indicate direct speech</p>	<p>commas to clarify meaning or avoid ambiguity</p> <p>commas to clarify meaning or avoid ambiguity</p>	<p>indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)</p> <p>commas to clarify meaning or avoid ambiguity</p>	<p>should, will, must)</p> <p>commas to clarify meaning or avoid ambiguity</p>
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Gladstone Road Primary School Writing Curriculum Overview



		The difference between appropriate formal and informal speech and writing [for example, find out – discover; ask for – request; go in – enter], including the use of subjunctive forms [e/g/. If I were or were they to come]						Use of the Passive Voice to affect the presentation of information				
Writing Outcomes	Recount - Diary	Narrative Action – Surviving an air raid	Balanced argument – Should children have been evacuated in WW2?	Explanations How did Britain survive the Blitz	Narrative -setting	Non-chronological report	Characterisation	Letter (persuasive)	Narrative - suspense	Newspaper report	Instructions- How to survive captivity	Playscript based on chapter of holes
		Recount Letter – Letter home from an evacuee	Discussion									Poem Moving on/transition