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| |  | | --- | | **Curriculum Overview: Writing 2019-2020**  ***Writing is exciting!*** | | | | | | | | | | | | | |
| **Writing at Corpus Christi Catholic Primary** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reception** | | **Autumn 1** | | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Throughout the year children will be taught through shared and guided writing sessions.  This will include: early writing, name writing, lists, letters, cards and writing link to phonic activities.  Also CVC words (as soon as children have the necessary phoneme/ grapheme correspondence) and simple sentence writing | |  | |  |  | |  | | [Image result for bus clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwiD1OPVnPPWAhWKUlAKHUJzCUgQjRwIBw&url=http://clipartix.com/bus-clipart-image-2267/&psig=AOvVaw00oGvbQJuw6SQu0r7orbY_&ust=1508177366704312) | | [Image result for minibeasts](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjrwfO6nPPWAhXDZ1AKHX96AE8QjRwIBw&url=http://www.openboxtheatre.co.uk/portfolio/minibeasts/&psig=AOvVaw1JDb1CyieZl8ygifF0jJsa&ust=1508177273963239) | |
| **Early Writers**  Mark making in various mediums: sand, shaving foam, chalking etc, including pencils for writing.  Features of a book.  Writing name. | | **Autumn**  Correct formation of names, CVC words Phase 2, label writing  (vehicles) or caption. Lists, letters, cards. | **Traditional Tales**  Making their own narratives – story boards, sequencing, predictions. Independent sentence descriptions, adjectives, wow words and tricky words.  Phase 3 Phonics. | | **Write instructions for fruit salad**  Writing their own instructions to make a fruit salad. Application of Phase 2 and 3 Phonics in writing, including tricky words.  Phase 3/4 Phonics. | | **Recount of a journey they have been on**  Writing a recount of a school trip and journeys experienced.  . | | **Non- fictional writing**  Instructions and facts about mini-beasts and habitats. | |
|  | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Year 1  Year 1/2 |  | |  | | |  | |  | |  | |  | |
|  | **Non-fiction**  Non-fiction texts, e.g. labels, lists, captions menus, invitations and postcards.  Non chronological reports. | | **Fiction**  Narrative – No-Bot Robot  **Poetry**  All aboard the Toy Train | | | **Fiction**  Narrative - The Night Pirates  **Non-fiction**  Non chronological reports | | **Non-fiction**  Narrative – Goodnight Spaceman  **Non-fiction**  Non-Chronological reports | | **Fiction**  Fantasy Stories  **Non-fiction**  Instructions  Recount | | **Fiction**  Supermarket Zoo, Alien School | |
| Sentence and Text  Structure | Fact file - concept of a sentence, capital letters and full stops, word choices. | | Retell known narrative – concept of a sentence, capital letters and full stops, word choices, correct past tense form. | | | Retell known narrative – concept of a sentence, capital letters and full stops, word choices, correct past tense form. | | How words can combine to make sentences. | | Sequencing sentences to form short narratives.  Recount an event/experience.  Instructions – numbered steps and verbs. | | How to join words and sentences. | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Year 2 |  | [Image result for writing letters clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi295rmovPWAhUJaVAKHdi5Ai4QjRwIBw&url=http://clipartix.com/letter-clipart-image-26704/&psig=AOvVaw0NsnghnVX-D71HNPQCkFKY&ust=1508179013240444) | [Image result for three little pigs](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwitiMjJovPWAhXCJFAKHY4GBTcQjRwIBw&url=http://maryhall-illustration.blogspot.com/2014/04/three-little-pigs.html&psig=AOvVaw0fKMAzk3TZ1_QU6B4k3aSm&ust=1508178952107956) |  |  |  |
|  | **Fiction**  Retelling stories and character description  **Non-fiction**  Recount, letters,  non-chronological report- London  **Poetry**  Autumn | **Fiction**  Fatou Fetch the Water story    **Non-fiction**  Letter linked to Florence Nightingale.  Instructions linked to Christmas decorations. | **Fiction**  Traditional Tales -Three Little Pigs  **Non-fiction**  Diaries and recount letters linked to Samuel Pepys  Newspaper report linked toThe Great Fire of London | **Fiction**  Retell and create own story using inspiration from a short animation  **Poetry**  Faiths | **Fiction**  Retell and innovate  **Non-fiction**  Persuasion  Posters/letter to head teacher/ adverts | **Non-fiction**  Explanation -How plants grow/get water  **Poetry**  Summer |
| Sentence and Text Structure | Setting and character description from images and text – expanded noun phrases for description and specification.  Basic non-chronological report – present tense, opening question, concluding exclamatory sentence, subordination and coordination to join information or to give reasons, adverbs  Instructions – command sentences, commas in lists | | Simple narratives – past tense, time adverbials to sequence events, adverbs to add detail.  Recounts – past tense, exclamatory sentence to make personal comment, subordination (when, if, that, or, because) and coordination (or, and, but) to join information or to give reasons, adverbs of time to sequence events. | Correct choice of consistent use of present tense verses past tense throughout texts.  Simple narratives – past tense, time adverbials to sequence events, adverbs to add detail. | Reading responses – conjunctions to join ideas or to give reasons  Explaining a process in sequence.  Description from images.  How grammatical patterns in sentences indicate its function as a statement, question, exclamation or command.  Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting). | |

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|  | | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Year 3  Year 3/4  Year 4 | | [Image result for charlie and chocolate factory](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=http://charlieandthechocolatefactoryfilm.wikia.com/wiki/File:Charlie-and-the-chocolate-fact-charlie-and-the-chocolate-factory-466443_1024_768.jpg&psig=AOvVaw1LcfQw6Zj9Q_SWiQFZfpFG&ust=1507987261627656) | | |  | |  | |  | | [Image result for Escape to Pompeii](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=https://www.amazon.co.uk/Escape-Pompeii-Christina-Balit/dp/1845070593&psig=AOvVaw2pW0KYLdb3Q66OzVSHxxPl&ust=1507987484423171) | |  | |
|  | | **Non-fiction**  Explanation Text –Charlie and the Chocolate Factory  **Non-fiction**  Biography – Roald Dahl | | | **Non-fiction**  Information Booklet-North America  Letters –Chris Mould (author)  Leeds Project  **Poems with Figurative Language** – Linked to Thanksgiving/ Christmas | | **Fiction**  Greek Myths –Perseus and Medusa  **Non-Fiction**  Newspaper | | **Non-fiction**  Reportsincluding Formal Reports  **Non-fiction**  Persuasion  Debate  Poetry | | **Fiction**  Novel as a Theme - Escape to Pompeii  **Non-fiction**  Recount diary entry – Linked to school trip | | **Fiction**  Play Scripts and Filmlinked to school trip  **Poems** linked to Topic - Rivers | |
| Sentence  and  Text  Structure | | Explanation - sequential and causal language organised in paragraphs, fronted adverbials | | | Use of paragraphs to organise ideas around a theme. | | Settings – expanded noun phrases  Description from images – possessive apostrophe  Characters - developed through dialogue and action | | Recount and non-chronological report - organised in paragraphs  Persuasive advert or leaflet - expanded noun phrases, | | Developed narrative - sequence organised into paragraphs using fronted adverbials to indicate changes in time or place. Dialogue to show character.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | | | |
|  | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| Year 5  Year 5/6  Year 6 | [Image result for war horse book](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=https://www.amazon.co.uk/War-Horse-Michael-Morpurgo/dp/1405255439&psig=AOvVaw2NANRxQXiaqxJ9LWE97Jrx&ust=1507985881658445)[Image result for night of gargoyles](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjj5YGrvf3WAhUBKlAKHWLuApIQjRwIBw&url=https://www.goodreads.com/book/show/269418.Night_of_the_Gargoyles&psig=AOvVaw2sXwJMNNw_d36M0yTP-3OV&ust=1508529733473161) | | [Image result for balanced argument clipart](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=https://www.tes.com/teaching-resource/balanced-argument-success-criteria-11401472&psig=AOvVaw0uvk6cyRh-5Fq5rKdOc5aI&ust=1507986482406598) | | | [Image result for oliver twist book treetops](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=https://www.amazon.co.uk/Oxford-Reading-Tree-TreeTops-Classics/dp/0199184887&psig=AOvVaw0f3I6mv5mYjMgQGVZeAeiZ&ust=1507986329926538) | | [Image result for autobiography clipart](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=http://www.clipartpanda.com/categories/autobiography-20clipart&psig=AOvVaw24y6TFIa_D2qGJg0t8GgES&ust=1507986684677202) | | [Image result for butterfly lion book treetops](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=&url=https://www.thebookpeople.co.uk/webapp/wcs/stores/servlet/CategoryDisplay?categoryId=157222&storeId=10001&catalogId=47002&langId=100&psig=AOvVaw0ACQbFVT9rxpg1_oY1DNK-&ust=1507986390539910) | |  | |
| **Poetry**  Free verse - Night of the Gargolyes  **Fiction**  **Novel as a theme**  War Horse  **Non-fiction**  Balanced Argument | | **Non-fiction**  Persuasion  **Non-fiction**  Explanation | | | **Fiction**  **Older Literature**  Oliver Twist  **Non-fiction**  Information Text | | **Non-fiction**  Biography  Autobiography  **Non-fiction**  Explanation  Formal Writing | | **Fiction**  Revising text types: Diary, Letter, Story, Non-chronological reports | | **Non-fiction**  Leaver Booklets  Information texts | |
| Sentence  and  Text  Structure | Texts with ideas and themes linked within and across paragraphs.  Linking ideas across  paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical  connections (e.g. the use of adverbials such as, *on the* *other hand, in contrast,* or *as* *a consequence*), and ellipsis. | | | Discussion writing – adverbials for cohesion, modal verbs and adverbs to position the argument.  Developed texts with clear voice and sustained register and well-rounded ending.  Journalistic writing – passive voice, shifts from formal to informal.  Use of the passive voice to affect the presentation of information in a sentence (e.g. *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*). | | | | Explanation – adverbials for cohesion, cause and effect language.  Narrative - atmosphere and mood created through effective word choice, sentence structure and literary devices, shifts in formality.  Report writing – passive voice, formality.  The difference between 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. | | | | Information texts - layout devices, such as  headings, sub-headings,  columns, bullets, or tables, to structure text. | |