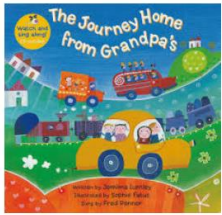

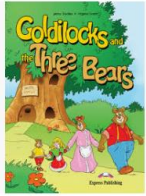
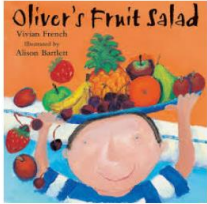



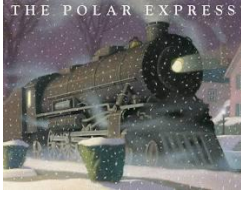
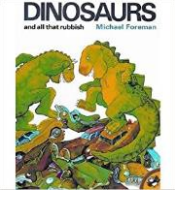

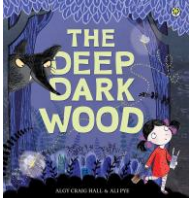

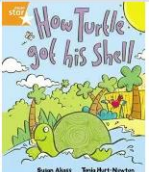



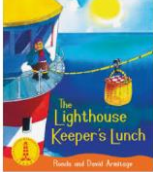





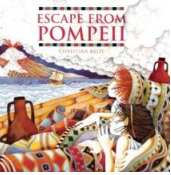



Cycle B

Curriculum Overview: Writing 2021-2022						
Writing is exciting!						
Writing at Corpus Christi Catholic Primary						
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>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</p>						
	<p><b>Early Writers</b></p> <p>Mark making in various mediums: sand, shaving foam, chalking etc, including pencils for writing.</p> <p>Features of a book.</p> <p>Writing name.</p>	<p><b>Autumn</b></p> <p>Correct formation of names, CVC words Phase 2, label writing (vehicles) or caption. Lists, letters, cards.</p> <p><b>Poetry</b> Creepy Crawly Busy Bugs</p>	<p><b>Traditional Tales</b></p> <p>Making their own narratives – story boards, sequencing, predictions. Independent sentence descriptions, adjectives, wow words and tricky words.</p> <p>Phase 3 Phonics.</p>	<p><b>Write instructions for fruit salad</b></p> <p>Writing their own instructions to make a fruit salad.</p> <p>Application of Phase 2 and 3 Phonics in writing, including tricky words.</p> <p>Phase 3/4 Phonics.</p> <p><b>Poetry</b> The Farmyard</p>	<p><b>Recount of a journey they have been on</b></p> <p>Writing a recount of a school trip and journeys experienced.</p>	<p><b>Non-fictional writing</b></p> <p>Instructions and facts about mini-beasts and habitats.</p> <p><b>Poetry</b> Eat Your Peas, Louise Dinner-time Rhyme</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Year 1/2						
	<p><b>Fiction</b> Narrative- <i>Where the Wild things are.</i> <i>The Secret Sky Garden- PSHE</i></p> <p><b>Poetry</b> <i>There are no such things as monsters</i></p>	<p><b>Non-fiction (based on a text above)</b> Instructions Letter writing/ invitations Recount- <i>Polar Express</i></p>	<p><b>Fiction</b> Narrative- <i>Dinosaurs and all that rubbish.</i></p> <p><b>Fiction and Non fiction-</b> <i>Book of butterflies</i> Non chronological reports, life cycle of a butterfly.</p>	<p><b>Fiction</b> Fantasy Stories- <i>Cinderella.</i> <i>Prince Cinderella.</i> Narrative- <i>Naughty Bus.</i></p> <p><b>Non-fiction (based on a text above)</b> Non-Chronological reports <b>Poetry-</b> <i>At the Zoo.</i></p>	<p><b>Fiction</b> Narrative- <i>The Deep Dark Wood.</i></p> <p><b>Non-fiction</b> Australia (Topic) Travel brochure Recount/postcard</p>	<p><b>Fiction</b> Narrative- <i>The Queens hat.</i> <i>The Queens handbag.</i> <i>Paddington.</i></p> <p><b>Non-fiction</b> Instructions</p> <p><b>Poetry-</b> <i>Poetry Fruit Salad (Y1)</i> <i>The Night Sounds (Y1/2)</i></p>
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.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 2/3						
	<p><b>Fiction</b> Retelling stories and character description <i>The Secret Sky Garden.</i></p> <p><b>Non-fiction</b> Recount, letters, non-chronological report- London</p> <p><b>Poetry</b> Autumn</p>	<p><b>Fiction</b> Fatou Fetch the Water story</p> <p><b>Non-fiction</b> Letter linked to Florence Nightingale. Instructions linked to Christmas decorations.</p>	<p><b>Fiction</b> Traditional Tales - Three Little Pigs</p> <p><b>Non-fiction</b> Diaries and recount letters linked to Samuel Pepys Newspaper report linked to The Great Fire of London</p>	<p><b>Fiction</b> Retell and create own story using inspiration from a short animation</p> <p><b>Poetry</b> The Magnificent Bull</p>	<p><b>Fiction</b> Retell and innovate</p> <p><b>Non-fiction</b> Persuasion Posters/letter to head teacher/ adverts</p>	<p><b>Non-fiction</b> Explanation - How plants grow/get water</p> <p><b>Poetry</b> Apes to Zebras</p>
Sentence and Text Structure	<p>Setting and character description from images and text – expanded noun phrases for description and specification.</p> <p>Basic non-chronological report – present tense, opening question, concluding exclamatory sentence, subordination and coordination to join information or to give reasons, adverbs</p> <p>Instructions – command sentences, commas in lists</p>	<p>Simple narratives – past tense, time adverbials to sequence events, adverbs to add detail.</p> <p>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.</p>	<p>Correct choice of consistent use of present tense verses past tense throughout texts.</p> <p>Simple narratives – past tense, time adverbials to sequence events, adverbs to add detail.</p>	<p>Reading responses – conjunctions to join ideas or to give reasons</p> <p>Explaining a process in sequence. Description from images.</p> <p>How grammatical patterns in sentences indicate its function as a statement, question, exclamation or command.</p> <p>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).</p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Year 4						
	<p><b>Non-fiction</b> Explanation Text – Charlie and the Chocolate Factory</p> <p><b>Non-fiction</b> Biography – Roald Dahl</p>	<p><b>Non-fiction</b> Information Booklet- North America Letters – Chris Mould (author) Leeds Project</p> <p><b>Poetry</b> The Lost Lost Property Office</p>	<p><b>Fiction</b> Greek Myths – Perseus and Medusa</p> <p><b>Non-Fiction</b> Newspaper</p>	<p><b>Non-fiction</b> Reports including Formal Reports</p> <p><b>Non-fiction</b> Persuasion Debate</p> <p><b>Poetry</b> Windrush Child</p>	<p><b>Fiction</b> Novel as a Theme - Escape to Pompeii</p> <p><b>Non-fiction</b> Recount diary entry – Linked to school trip</p>	<p><b>Fiction</b> Play Scripts and Film linked to school trip</p> <p><b>Poems</b> linked to Topic - Rivers Haiku</p>
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

<p>Year 5 Year 5/6 Year 6</p>						
<p>Sentence and Text Structure</p>	<p>Texts with ideas and themes linked within and across paragraphs.</p> <p>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, <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and ellipsis.</p>	<p>Discussion writing – adverbials for cohesion, modal verbs and adverbs to position the argument.</p> <p>Developed texts with clear voice and sustained register and well-rounded ending.</p> <p>Journalistic writing – passive voice, shifts from formal to informal.</p> <p>Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>).</p>	<p>Explanation – adverbials for cohesion, cause and effect language.</p> <p>Narrative - atmosphere and mood created through effective word choice, sentence structure and literary devices, shifts in formality.</p> <p>Report writing – passive voice, formality.</p> <p>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. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech.</p>	<p>Information texts - layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</p>		
	<p><b>Poetry</b> Free verse - Night of the Gargoyles</p> <p><b>Fiction</b> <b>Novel as a theme</b> War Horse</p> <p><b>Non-fiction</b> Balanced Argument</p>	<p><b>Non-fiction</b> Persuasion</p> <p><b>Non-fiction</b> Explanation</p> <p><b>Poetry</b> Jinnie Ghost</p>	<p><b>Non-fiction</b> Biography Autobiography</p> <p><b>Non-fiction</b> Explanation Formal Writing</p>	<p><b>Fiction</b> <b>Older Literature</b> Oliver Twist</p> <p><b>Non-fiction</b> Information Text</p> <p><b>Poetry</b> Finding Magic</p>	<p><b>Fiction</b> Revising text types: Diary, Letter, Story, Non-chronological reports</p>	<p><b>Non-fiction</b> Leaver Booklets Information texts</p> <p><b>Poetry</b> Animals of Africa</p>

