
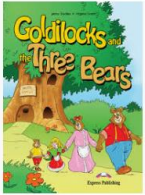

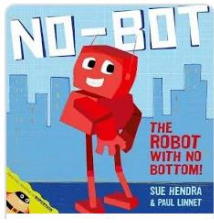
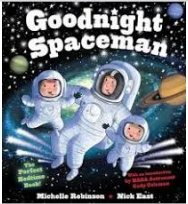
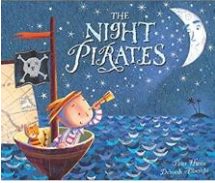
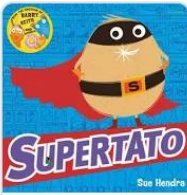
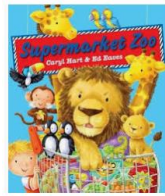


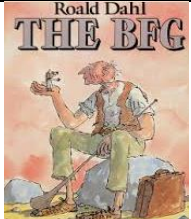
Curriculum Overview: Writing 2020-2021

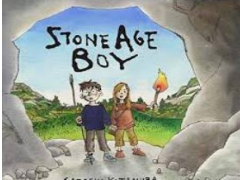
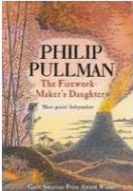

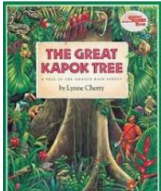
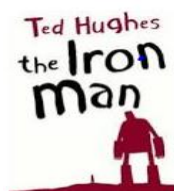
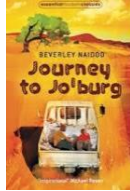
Writing is exciting!





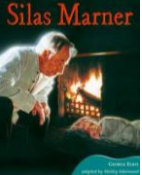
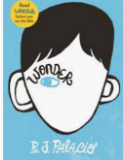
Writing at Corpus Christi Catholic Primary

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>Early Writers</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>Autumn</p> <p>Correct formation of names, CVC words Phase 2, label writing (vehicles) or caption. Lists, letters, cards.</p>	<p>Traditional Tales</p> <p>Making their own narratives – story boards, sequencing, predictions. Independent sentence descriptions, adjectives, wow words and tricky words. Phase 3 Phonics.</p>	<p>Write instructions for fruit salad</p> <p>Writing their own instructions to make a fruit salad. Application of Phase 2 and 3 Phonics in writing, including tricky words.</p> <p>Phase 3/4 Phonics.</p>	<p>Recount of a journey they have been on</p> <p>Writing a recount of a school trip and journeys experienced.</p>	<p>Non-fictional writing</p> <p>Instructions and facts about mini-beasts and habitats.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
	<p>Whole School Transition Unit ‘Here We Are’ By Oliver Jeffers</p> <p>Non-fiction Non-fiction texts, e.g. labels, lists, captions menus, invitations and postcards. Non chronological reports.</p>	<p>Fiction Narrative – No-Bot Robot</p> <p>Poetry All aboard the Toy Train</p>	<p>Non-fiction Narrative – Goodnight Spaceman</p> <p>Non-fiction Non-Chronological reports</p>	<p>Fiction Narrative - The Night Pirates</p> <p>Non-fiction Non chronological reports</p>	<p>Fiction Fantasy Stories</p> <p>Non-fiction Instructions Recount</p>	<p>Fiction Supermarket Zoo, Alien School</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.	How words can combine to make sentences.	Retell known narrative – concept of a sentence, capital letters and full stops, word choices, correct past tense form.	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 Year 2/3						
	<p>Whole School Transition Unit 'Here We Are' By Oliver Jeffers</p> <p>Fiction Familiar stories and character description (Julia Donaldson)</p> <p>Non-fiction Instructions (Science Link)</p> <p>Poetry Harvest Acrostic</p>	<p>Fiction Stories from other cultures - Zahra Geography link to Africa</p> <p>Non-fiction Letters, Meerkat Mail</p> <p>Non-fiction Non-chronological report History unit on Zambia</p>	<p>Fiction Traditional Tales - Goldilocks (Nick Sharrat) Goldy Luck and the Three Pandas (Natasha Yim)</p> <p>Non-fiction Recount letters linked to Manchester Airport visit</p> <p>Newspaper report Amelia Earhart</p>	<p>Fiction Fantasy Stories Tin Forest</p> <p>Non-fiction Diaries about holidays (Geography Topic)</p> <p>Poetry Calligrams</p>	<p>Fiction Author Story BFG</p> <p>Non-fiction Persuasion Posters/adverts</p>	<p>Non-fiction Explanation – March of the Penguins (Antarctica Geography link)</p> <p>Poetry Poet Study Michael Rosen</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 3/4 Year 4						
	<p>Whole School Transition Unit 'Here We Are' By Oliver Jeffers</p> <p>Fiction Diary Entry Stone Age Boy</p> <p>Non-fiction Non-Chronological Report (Stone Age)</p> <p>Fiction Historical Stories Cinderella of the Nile</p>	<p>Fiction Novel as a Theme – Firework Makers Daughter</p> <p>Non-fiction Biography Cultural Diversity Month – Benjamin Zephaniah Poet</p> <p>Poems with Figurative Language – Linked to Thanksgiving/ Christmas</p>	<p>Non-fiction Information Booklet- Climate Zones</p> <p>Letter The selfish Giant</p> <p>Non-Fiction Newspaper articles Anglo Saxons Beowulf By Rob Llyod James</p>	<p>Fiction The Great Kapok Tree</p> <p>Non-fiction Persuasion The Great Kapok Tree</p> <p>Non-fiction Debate Why should we help the Amazon Rainforest?</p> <p>Poems Kennings</p>	<p>Fiction Film/ Book Comparison Iron Man</p> <p>Non-fiction Explanation text (Plants)</p> <p>Fiction Myths/Legends – Viking Boy by Tony Bradman</p>	<p>Fiction Dialogue and Playscripts Journey to Jo'Burg</p> <p>Non fiction Journey to Jo'Burg – Apartheid in South Africa</p> <p>Poems on a theme Rivers (Linked with Topic)</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
Year 5 Year 5/6 Year 6						
	<p>Whole School Transition Unit 'Here We Are' By Oliver Jeffers</p> <p>Fiction Older Literature Watertower</p> <p>Non-fiction Explanation Formal Writing</p> <p>Poetry Free verse – Firework linked</p>	<p>Fiction Novel as a theme War Horse</p> <p>Non-fiction Balanced Argument Newspaper Report</p>	<p>Non-fiction Information Text Non-chronological reports Persuasion Balanced Argument</p>	<p>Fiction and Non Fiction Kensuke's Kingdom</p> <p>Revising text types: Diary, Letter, Story, Non-chronological reports</p>	<p>Fiction Older Literature Silas Marner</p>	<p>Fiction Wonder</p> <p>Non-fiction Biography Autobiography</p> <p>Non-fiction Leaver Booklets (Year 6) Information texts</p>
Sentence and Text Structure	<p>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, <i>on the other hand, in contrast, or 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 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>		

