



Fairholme Primary School.
Writing Curriculum Long Term Overview.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Drawing Club	Drawing Club First T4W – ‘The Gingerbread man’ – traditional (5 sentence story map) (additional writing – recipe)	Polar Bear, Polar Bear what do you hear? - Bill Martin ‘Goldilocks’ - traditional	We’re going on a Bear Hunt – Michael Rosen Jack and the beanstalk ‘Jasper and the beanstalk’ Mick Inkpen and Nick Butterworth	‘The Very Hungry Caterpillar’ Eric Carle ‘The Enormous Turnip’ – traditional ‘The Sleepy BumbleBee’ Retold Pie Corbett	What the Ladybird heard? – Julia Donaldson (additional writing – facts about ladybirds, Spine poems) ‘Billy’s Bucket’ Kes Gray ‘Oi Frog’ Kes Gray
Environment	‘Owl Babies’ – Michael Rosen ‘Little Red Riding Hood’ – traditional ‘Whatever Next’ – Jill Murphy ‘Pumpkin Soup’ – Helen Cooper	‘Stickman’ - Julia Donaldson ‘Spaghetti in a hotdog bun’ - Maria Dismondy ‘Oscar the button’ – Eszter Nagy ‘The Nativity’	‘Lost and Found’ – Oliver Jeffers ‘Here comes Jack Frost’ - Kazuno Kohara	T4W books	T4W books	T4W books
Oracy ELG: Speaking	Orally retell stories Recall facts and events Learn and apply new vocabulary Drama – hot seating teacher Puppets Experiences that encourage speaking – cooking etc. Role play- home corner Nursery Rhymes		Orally retell stories Recall facts and events Learn and apply new vocabulary Drama - hot seating each other Puppets Experiences that encourage speaking – cooking, planting, visits etc. Role play- home corner Nursery Rhymes		Orally retell stories Recall facts and events Learn and apply new vocabulary Drama - hot seating each other Puppets Experiences that encourage speaking – cooking, planting, visits etc. Role play- home corner Nursery Rhymes	
Mark Making ELG: Writing	Mark make Distinguish between drawing and writing Name writing	Letter formation of know sounds Initial sounds in writing (letter string) Name writing	Letter formation of know sounds CVC words Captions	Letter formation of know sounds CVC words Captions/simple sentences	Letter formation of know sounds Sentences	Letter formation of know sounds Simple Sentences HA – Short paragraph
Grammar ELG: Writing	Capital letter for their name		Capital letter for their name Support outside of GOAL Finger spaces between words Capital letter for the start of a sentence		Combine words to make sentences. Capital letter for their name Support outside of GOAL Finger spaces between words. Capital letter the pronoun ‘I’. Join words and clauses using and Use one adjective	
ELG: Fine motor	Use different tools – paint brush, scissors, pens Secure pencils grip					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Weather Watch Wishing Story Focus: description Instructional/ Procedural	Dinosaur Roar Warning Story Focus: settings Recount	City Life Journey Story Focus: character and dialogue Information Text (biography related to topic)	The Toy Shop Suspense Story Focus: suspense Persuasive writing	Old MacDonald Beat the Monster Story Focus: action Information text (non-chronological report related to science)	Globetrotters Cinderella/ Change Story Focus: openings and endings Explanation Poetry
Grammar	Finger spaces between words. Capital letters for names and the pronoun 'I'. Capital letters for places and days of the week. Join words and clauses using and Combine words to make sentences.		Use question marks. Use exclamation marks. Use –s and –es to make regular plural nouns. Use capital letters, full stops, question marks and exclamation marks. Sequence sentences to form short narratives. Use present tense imperative verbs. Use adjectives to describe nouns.		Sequence sentences to form short narratives. Recognise and use verbs. Use the prefix un. Use regular past tense verbs Use adverbials of time e.g. First, After that Use adjectives in expanded noun phrases to describe nouns.	
Alan Peat sentence types	All the Ws Similes					

Year 2	London's Burning Wishing Story Focus: description Instructional/ Procedural Poetry (one week) Calligrams and shape poems	Out and About in Bedfont Warning Story Focus: settings Recount (newspaper report)	Mighty Monarchs Journey Story Focus: character and dialogue Information Text (biography related to history)	Beneath the Canopy Suspense Focus: suspense Persuasion (related to geography)	The Lady with the Lamp Beat the Monster Story Focus: action Information text (non-chronological report)	Coast to Coast Cinderella/ Change Story Focus: openings and endings Explanation Poetry (one week) Simile and acrostic poems
Grammar	Capital letters and full stops. Capital letters for people and places. Use question marks accurately. Use exclamation marks accurately. Use the conjunctions and, but or because. Use adjectives and expanded noun phrases to describe and specify. Use imperative verbs. Use adverbials of time e.g. First, After that Know that a sentence has to have a verb in it (including forms of 'to be')		Recognise different sentence forms - identify questions, statements and commands Use regular plural nouns. Use present and past tenses correctly and consistently, including the progressive form. Use apostrophes for possession. Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Use prepositions		Use commas when writing in lists. Use the suffix 'ly', 'er', 'less' and 'full'. Use the prefix un. Use compound words. Use apostrophes for contractions. Use comparative and superlative adjectives.	
Alan Peat sentence types	2A List All the Ws		Short sentence BOYS Similes		-ly, openers Similes	

Year 3	Ready steady cook Wishing Story Focus: description Explanation (How chocolate is made) Poetry (one week) Riddles	Time Team Warning Story Focus: settings Information Text (non-chronological report related to history)	What a Wonderful World Journey Story Focus: character and dialogue Persuasion (related to geography)	Tomb Raiders Suspense Focus: suspense Recount (newspaper report about Howard Carter)	Secret Garden Beat the Monster Story Focus: action Instructions/ Procedural (related to science)	Eco-Warriors Portal Story Focus: opening and endings Discussion text (related to the environment) Poetry (one week) Poems with rhyming couplets
Grammar Fiction	Expanded noun phrases for description Coordinating conjunctions - FANBOYS	Expanded noun phrases for description Coordinating conjunctions - FANBOYS Subordinating conjunctions – I SAW A WABUB Use prepositions to describe location	Subordinating conjunctions – I SAW A WABUB Identifying subordinate and main clauses Using and punctuating direct speech	Using and punctuating direct speech Using fronted adverbials Commas after fronted adverbials	Using and punctuating direct speech Using fronted adverbials Commas after fronted adverbials	Revision of word classes - noun, verb, determiner, pronoun, adjective, preposition Revision of punctuation – exclamation mark, question mark, inverted commas, commas Identify the subject, verb and object in sentences
Grammar Non-Fiction	Coordinating conjunctions - FANBOYS Present perfect and past tense Using conjunctions, adverbs and prepositions to express time and cause Adverbials of time for sequencing	Commas to separate items in a list Colon to introduce a list Paragraphs to group related material Adverbs to describe verbs	Use of nouns and pronouns for clarity, cohesion and to avoid repetition Paragraphs to group related material Question, command, statement	Using and punctuating direct speech (quotes) Using fronted adverbials Commas after fronted adverbials	Apostrophes for contraction Possessive apostrophe, including in regular plurals (girls’) and irregular plurals (children’s)	Identify the subject, verb and object in sentences
Alan Peat sentence types – as Y1/2 +	Simile sentence -ly, openers	2A All the Ws Personification of weather	2A All the Ws Outside(Inside)	Verb, person -ed, openers -ly, openers Short sentences Personification of weather	-ly, openers Verb, person -ed sentences	All the Ws Simile Review of sentence types taught this year

Year 4	Doctor, Doctor Wishing Story Focus: description Explanation (Digestive system) Poetry (one week) Kennings and haiku	Toga-tastic Warning Story Focus: settings Information Text (non-chronological report related to history)	Be the change... Journey Story Focus: character and dialogue Persuasion (related to geography)	On the street where you live Suspense Focus: suspense Recount (newspaper report related to history)	Rhythm & Rhumba Beat the Monster Story Focus: action Information text (biography, related to music)	Eureka! Portal Story Focus: openings and endings Discussion (related to history) Poetry (one week) Raps and performance poems
Grammar Fiction	Co-ordinating conjunctions Subordinating conjunctions – I SAW A WABUB Similes as openers Fronted adverbials with commas after	Subordinating conjunctions – I SAW A WABUB Expanded noun phrases Use prepositional phrases as openers	Using conjunctions, adverbs and prepositions to express time and cause Using and punctuating direct speech Introduce brackets	Use prepositional phrases as openers Fronted adverbials with commas after	Using and punctuating direct speech Using nouns and pronouns for clarity, cohesion and to avoid repetition	Revision of word classes - noun, verb, determiner, pronoun, adjective, preposition, conjunctions Revision of punctuation – exclamation mark, question mark, inverted commas, commas Recognise phrases, clauses and sentences
Grammar Non-Fiction	Co-ordinating conjunctions Subordinating conjunctions – I SAW A WABUB Determiners	Present perfect form in contrast to the past tense Adverbials of time	Standard English verb inflections – e.g. was/were, did/done Organise paragraphs around a theme Rhetorical questions	Possessive apostrophe, including in regular plurals (girls’) and irregular plurals (children’s) Organise paragraphs around a theme	Relative clauses Organise paragraphs around a theme Use formal language Standard English verb inflections – e.g. was/were, did/done	
Alan Peat sentence types – as Y1-3 +	Noun, which/ who/ where 2a Simile	Personification of weather 2a List	Outside (inside) Noun, which/ who/ where Ad, same ad	Emotion word, comma 2 pairs The more, the more Short sentences	2 pairs 3 -ed Double ly ending Noun, which/ who/ where	If, if, if, then Review of sentence types taught this year

Year 5	Raiders or Traders? Wishing Story Focus: description Recount (newspaper report) Poetry (one week) Clerihews and limericks	Cosmic Warning Story Focus: settings Explanation (related to science - How the Solar System Works)	Extreme Earth Journey Story Focus: character and dialogue Information text (biography of Hillary or Norgay)	Magic & Mayhem Suspense Story Focus: suspense Persuasion (advert for wizard school)	Mysterious Maya Beat the Monster Story Focus: action Information text (non- chronological report related to history)	Terrible Tudors Portal Story Focus: openings and endings Discussion Text (Why did Henry VIII break with Rome?) Poetry (one week) Narrative poems
Grammar Fiction	Use dictionaries to check the spelling and meaning of words Using a thesaurus Synonyms and antonyms Commas to clarify meaning Revision of speech punctuation Relative clauses (who, which, where, when, whose, that) Direct and Indirect Speech	Expanded noun phrases Relative clauses (who, which, where, when, whose, that or implied relative pronoun) Linking ideas across paragraphs using adverbials of time, place and number or tense choices Metaphors	Brackets, dashes and commas for parenthesis Integrating speech using correct punctuation Explore use of reporting clauses Expanded noun phrases	Integrating dialogue convey character and advance the action Hyphens to avoid ambiguity Pathetic fallacy Variation of sentence length for effect Use of ellipsis	Passive voice – identifying the subject and object, passive forms of verbs Parenthesis Semi-colons, colons or dashes to mark boundaries between independent clauses	Perfect form of verbs to mark relationships of time and cause Semi-colons, colons or dashes to mark boundaries between independent clauses Review of grammar from across the year
Grammar Non-Fiction	Direct and Indirect Speech	Devices to build cohesion (then, after that, this) Linking ideas across paragraphs using adverbials of time, place and number or tense choices Colons to introduce a list	Brackets and commas for parenthesis Modal verbs and adverbs Organise paragraphs around a theme	Semi-colons in complex lists Use of known punctuation (,), ...!?!;- for effect Commas to clarify meaning	Generalisers Revision of word classes – noun, verb, adverb, determiner, conjunctions	Semi-colons, colons or dashes to mark boundaries between independent clauses Review of grammar from across the year
Alan Peat Sentence Types	Simile	If, if then sentences Personification of weather	Outside (inside) Ad, same Ad 3 bad - sentences	3-ed sentences Emotion word, The more, the more	De:de sentences Paired conjunctions	Some; others sentences Imagine 3 examples Review of sentence types taught this year

Year 6	Blitzed Britain Wishing Story Focus: description Recount (newspaper report related to history) Poetry (one week) Narrative poems	Pulse Warning Story Focus: settings Explanation (related to science - How the circulatory system works)	Darwin's Discoveries Journey story Focus: character and dialogue Discussion text (related to science – Should zoos be banned?)	Crime & Punishment Suspense (Francis) Focus: suspense Persuasion (related to history)	Art Attack Shorter pieces and grammar revision Focus: action Information text (biography of an artist)	Ticket to the World Portal Story Focus: openings and endings Shorter pieces of writing – based on needs of cohort
Grammar Fiction	Use dictionaries to check the spelling and meaning of words use a thesaurus, synonyms and antonyms	Expanded noun phrases Relative clauses with who, which, where, when, whose, that or with an implied pronoun Hyphens to avoid ambiguity	Speech punctuation Integrating dialogue to convey character and advance the action Brackets, dashes and commas for parenthesis	Passive and active verbs Semi-colons, colons or dashes to mark boundaries between independent clauses Modal verbs and adverbs	Integrating dialogue to convey character and advance the action Subjunctive form Revision of tenses	Revision of grammar taught in KS2
Grammar Non-Fiction	Revision of word class – sorting nouns, proper nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners, conjunctions	Modal verbs and adverbs Commas to clarify meaning Brackets for parenthesis Colon to introduce a list and semi-colons within lists Punctuating bullet points Standard English – subject/verb agreement for singular and plural	Relative clauses with who, which, where, when, whose, that or with an implied pronoun Semi-colons, colons or dashes to mark boundaries between independent clauses	Standard English – subject/verb agreement for singular and plural, use of informal question tags Commas to clarify meaning Brackets, dashes and commas for parenthesis	Cohesive devices – repetition of a word or phrase, adverbials, ellipsis Semi-colons, colons or dashes to mark boundaries between independent clauses	
Alan Peat Sentence Types	2A sentences, personification of weather, double ly endings	Simile, , if, if, then, 3 bad dash	3-ed, 2 pairs, , some; others, outside (inside), irony	emotion word comma, the more, the more, short, imagine 3 examples	3-ed, De: de, paired conjunctions	Imagine 3 examples

Each term, fiction units should be taught before non-fiction units, in order for children to have enough time to acquire non-core curriculum knowledge which may be used to support with writing of non-fiction.