

WRITING

Theological Underpinning:		
Spiritual growth and development: some of the big questions asked	Biblical references offering insight	Theological underpinning – why is this subject important to us as Christians?
<ul style="list-style-type: none"> • How do I understand/see my own identity? • What truly 'speaks' to me? • Do we all have a voice and if so, how do we use it? • Can words sum up feelings? 	<ul style="list-style-type: none"> • <i>I stayed on the mountain forty days and forty nights, as I had done the first time. And once again the Lord listened to me. The Lord was unwilling to destroy you. Deuteronomy 10:10</i> • <i>Once more Jesus spoke to them in parables, saying: "The kingdom of heaven may be compared to a king who gave a wedding banquet for his son." Matthew 22:1-2</i> • <i>Jesus spoke up and said to him, "Simon, I have something to say to you." "Teacher," he replied, "speak." Luke 7:40</i> • <i>The Lord said to Moses: Write these words; in accordance with these words I have made a covenant with you and with Israel. Exodus 34:27</i> 	<p>The Bible has inspired many authors. Works by C.S. Lewis, T.S. Eliot and many more show us that writing can re-tell but also re-imagine and make further sense of the Christian story. In doing so, literature which draws on Christian narratives, themes or symbolism can ask searching questions of the existence and the nature of God. It can also explore the journey of faith in more modern contexts. Stories of many forms, verses, song, and letters are the material of the Bible and have inspired much literature, Christian or otherwise. The telling of stories is essential to Christians; it is part of giving witness to God, of sharing the journey or lessons of faith with others</p>

*Books that show diversity, inclusion and representation. For further information, please see *St. George's CE Primary School English Intent Statement and Inclusion Policy*.

Reception Writing Curriculum Overview – writing opportunities also provided through continuous provision.

EYFS Writing Fine Motor		Birth to 5 Matters – Writing Range 5:			Birth to 5 Matters – Writing Range 6:			Early Learning Goals:		
		<ul style="list-style-type: none"> Makes up stories, play scenarios, and drawings in response to experiences, such as outings Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 			<ul style="list-style-type: none"> Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 			<p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. <p>Fine Motor Skills ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 		
Term	Content	Half-Term 1				Half-Term 2				
Aut	English Text	<i>Colour Monster</i> By Ana LLenas	<i>So Much*</i> by Trish Cooke	<i>We're Going on a Lion Hunt*</i> by David Axtell	<i>Naughty Bus</i> by Jan Oke	<i>Look Up *</i> by Nathan Byron	<i>The Train Ride</i> by June Crebbin			
	Example Written Outcomes	PSED focus: Mark making, card to the colour monster, copying letters in name, story map	Sequencing story/story map, labelling characters, writing set 1 sounds learnt		Caption writing, lists, story sequencing	Sequencing story, caption writing	To write a simple sentence – what can you see?			
Spr	English Text	<i>Goldilocks</i>	<i>The Magic Paintbrush*</i> by Julia Donaldson		<i>Dora's Eggs</i> by Julie Sykes	<i>Little Red Hen</i>				
	Example Written Outcomes	Wanted poster, labelling characters, porridge instructions, lists	Describe own character, write a simple sentence		Describe animal, egg instructions, speech bubble	Farm trip – independent write, letter, speech bubble, cake instructions				
Sum	English Text	<i>Rainbow Fish</i> by Marcus Pfister	<i>Billy's Bucket</i> by Kes Gray and Garry Parsons		<i>Handa's Surprise*</i> by Eileen Browne	<i>The Extraordinary Gardener*</i> by Sam Boughton	<i>Oliver's Vegetables</i> by Vivian French			
	Example Written Outcomes	Describe a fish, party invitations, apology letter	Design own bucket – what would be inside it? Birthday list, poster to visit an aquarium		Fruit description, letter writing to animals, wanted poster, sequence story caption writing	Describe flowers, letter writing, write the beginning of a story	Letter to Miss Pascale, instructions (plants),			

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Year 1 Curriculum Overview

NC Writing (Y1)		Writing: Transcription <i>Spell:</i> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 writefrom memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Writing: Handwriting <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case finishing in the right place form capital letters form digits0-9 understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 		Writing: Composition <i>Write sentences by:</i> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. Writing: Vocabulary, Grammar & Punctuation <i>Develop their understanding of the concepts set out in English Appendix 2 by:</i> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 in English Appendix2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	
Term	Content	Half-Term 1		Half-Term 2	
Aut	Planning Sequence	<i>Cave Baby</i> by Julia Donaldson and Emily Gravett	<i>Astro-Girl*</i> by Ken Wilson-Max	<i>Leo and the Octopus *</i> by Isabelle Marinov	<i>Billy and the Beast*</i> by Nadia Shireen
	Genres and Outcomes	Labels and captions, informal letters, narrative retelling	Writing in role, commands, ‘how to’ guides Fact file about being an astronaut		Wanted poster, summary, emails, character descriptions, recipes, own version ‘defeat a monster’ narrative
Spr	Planning Sequence	<i>Beegu*</i> by Alexis Deacon	<i>Stanley’s Stick</i> by John Hegley and Neal Layton	<i>Lost and Found</i> by Oliver Jeffers	<i>The Odd Egg*</i> by Emily Gravett
	Genres and Outcomes	Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report, own version ‘alien’ narrative	Retelling, descriptions, own version narrative	Character descriptions, retellings, advice, instructions, non-chronological reports, own version ‘losing/finding’ narrative	Thought and speech bubbles, diary entry, letter, certificate, Egg-spotter’s guide (non-fiction report)
Sum	Planning Sequence	<i>Dinosaur’s and all that Rubbish</i> by Michael Foreman	<i>Send for a Superhero!</i> by Michael Rosen and Katherine McEwan	<i>Julian is a Mermaid*</i> by Jessica Love	<i>The Magic Bed</i> by John Burningham
	Genres and Outcomes	Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster, pamphlet	Wanted posters, letters, speech bubbles, diaries, emails, character descriptions, Own version superhero narrative	Instructions, writing in role, advertisements, three-verse poem	Setting description, additional scene, description of magical piece of furniture, lists Own version fantasy story

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Year 2 Curriculum Overview

NC Writing (Y2)		Writing: Transcription <i>Spell by:</i> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment,, –ness, –ful, –less,–ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Writing: Handwriting & Presentation <ul style="list-style-type: none"> 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 un-joined 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. 		Writing: Composition <i>Develop positive attitudes towards and stamina for writing by:</i> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <i>Consider what they are going to write before beginning by:</i> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <i>Make simple additions, revisions and corrections to their own writing by:</i> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. Writing: Vocabulary, Grammar & Punctuation <i>Develop their understanding of the concepts set out in English Appendix 2 by:</i> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <i>Learn how to use:</i> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	
Term	Content	Half-Term 1		Half-Term 2	
Aut	Planning Sequence	<i>The Goldilocks Project</i>	<i>Jim and the Beanstalk</i> by Raymond Briggs	<i>The Bear Under the Stairs</i> by Helen Cooper	<i>The Journey Home</i> by Frann Preston-Gannon
	Genres and Outcomes	Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions, sequel story	Narrative re-telling (including dialogue), thought bubbles, informal letters, sequel story	Letters, retellings, own version narratives, information text	Posters, lists, postcards, wanted posters, information report, short stories, persuasive letter
Spr	Planning Sequence	<i>The Great Fire of London</i> by Emma Adams and James Weston Lewis	<i>Tadpole's Promise</i> by Jeanne Willis and Tony Ross	<i>If All the World Were*</i> by Joseph Coelho	<i>The Minpins</i> by Roald Dahl and Patrick Benson
	Genres and Outcomes	Non-fiction text incorporating different text-types, including a guide to London buildings (non-chronological report), warning posters, writing in role, diary entry in role as the cat	Setting descriptions, oral retellings, own version narrative, explanation - frog life cycle	Writing in role, optional diary, letter of advice, short explanation, non-narrative read-aloud poem	Danger posters, setting descriptions, character descriptions, information reports, postcards, own version adventure narrative
Sum	Planning Sequence	<i>The Dragon Machine</i> by Helen Ward and Wayne Anderson	<i>Ocean Meets Sky*</i> by the Fan Brothers	<i>Rosie Revere, Engineer*</i> by Andrea Beatty and David Roberts	<i>We Are Water Protectors*</i> by Carole Lindstrom
	Genres and Outcomes	Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role, own version dragon story	Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative	Short explanations, writing in role, reports, adverts, leaflet for a local landmark	Descriptive non-fiction, life-cycles, character description Environmental campaign

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Year 3 Curriculum Overview

NC Writing (Y3/4)		<p>Writing: Transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (EnglishAppendix1) spell further homophones spell words that are often miss-pelt (English Appendix1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> 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 [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		<p>Writing: Composition</p> <p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p><i>Draft & write by:</i></p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><i>Evaluate & edit by:</i></p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing: Vocabulary, Grammar & Punctuation</p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because,although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix2 <p><i>Indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	
Term	Content	Half-Term 1		Half-Term 2	
Aut	Planning Sequence	<i>Leon and the Place Between</i> by Angela McAllister	<i>The First Drawings</i> by Mordicai Gerstein	<i>The BFG</i> by Roald Dahl and Quentin Blake *book and film	<i>The Tin Forest</i> by Helen Ward and Wayne Anderson
	Genres and Outcomes	Setting descriptions, recount (diary entry), own version fantasy narrative	Character description, diary entry, recount, own historical narrative, report on stone age	Recount (diary entry), character descriptions, wanted posters, new chapter, instructions (recipes), own version narrative (fantasy)	Persuasive posters, information leaflets, formal letter, setting descriptions, simple explanations, information poster
Spr	Planning Sequence	<i>The Pied Piper of Hamelin</i> by Michael Morpurgo	<i>Cinderella of the Nile*</i> by Beverley Naidoo	<i>How to Live Forever*</i> by Colin Thompson	<i>Flotsam</i> by David Wiesner
	Genres and Outcomes	Writing in role, information reports, adverts, formal letter, poetry analysis, own version myth/legend	Short news report, diary entry, character description, advert, own version traditional tale	Lost poster, letter of warning, character and setting descriptions, instructions, prequel	Setting descriptions, narrative retelling, non- chronological reports, letters (informal), sequel (mystery narrative)
Sum	Planning Sequence	<i>The Last Garden*</i> by Rachel Ip	<i>Escape from Pompeii</i> by Christina Balit	<i>Cloud Tea Monkeys*</i> by Mal Peet and Elspeth Graham	<i>Nen and the Lonely Fisherman *</i> by James Mayhew
	Genres and Outcomes	Own version extended narrative , setting descriptions, advertisement/poster , retelling, instructional flyer , social media updates, dialogue	Setting descriptions, information report , dialogue, own version historical narrative	Descriptive passages, writing in role, 'how to' guide (instructions), letter, discussion, non-chronological report	Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description, own version of the narrative with a twist on the traditional tale

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Year 4 Curriculum Overview

NC Writing (Y3/4)		<p>Writing: Transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (EnglishAppendix1) spell further homophones spell words that are often miss-pelt (English Appendix1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing: Handwriting</p> <ul style="list-style-type: none"> 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 [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 		<p>Writing: Composition</p> <p><i>Plan their writing by:</i></p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p><i>Draft & write by:</i></p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><i>Evaluate & edit by:</i></p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing: Vocabulary, Grammar & Punctuation</p> <p><i>Develop their understanding of the concepts set out in English Appendix 2 by:</i></p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix2 <p><i>Indicate grammatical and other features by:</i></p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	
Term	Content	Half-Term 1		Half-Term 2	
Aut	Planning Sequence	<i>The Iron Man</i> by Ted Hughes and Laura Carlin	<i>Tar Beach*</i> by Faith Ringgold	<i>FaRther</i> by Grahame Baker Smith	<i>Odd and the Frost Giants</i> by Neil Gaiman and Chris Riddell
	Genres and Outcomes	Character descriptions, short news report, letter of advice, menu (using descriptive devices), poetry, mystery narrative	Character descriptions, formal letter, book review, dialogue (direct speech), retellings, own version narrative (written as a playscript)	Retellings, recounts (postcards), setting descriptions, diary entries, explanation texts, sequel story	Narrative recount, character and setting descriptions, letters, short explanations, retelling - alternative perspective
Spr	Planning Sequence	<i>Winter's Child</i> by Angela McAllister and Grahame Baker Smith	<i>Shackleton's Journey</i> by William Grill	<i>Cinnamon*</i> by Neil Gaiman and Divya Srinivasan	<i>The Matchbox Diary*</i> by Paul Fleischman and Bagram Ibatoulline
	Genres and Outcomes	Postcard (recount), dialogue, setting description as a letter, retelling, fantasy story sequel	Packing lists (justifications), letters (formal and informal), interviews, diaries, newspaper report	Diary entries, informal letters, dialogue, adverts, limericks and other poetry forms, own version mythical tale	Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, ship's log, non-chronological report
Sum	Planning Sequence	<i>Until I Met Dudley</i> by Roger McGough and Chris Riddell	<i>The Story of Tutankhamun*</i> by Patricia Cleveland-Peck	<i>The Lion and the Unicorn</i> by Shirley Hughes	<i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> by Rob Sanders
	Genres and Outcomes	Letters, posters, explanations	Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters, Biography of Tutankhamun	Letters, diary entries, character and setting descriptions, non-chronological reports, own version historical narrative	Outcomes: Thought bubbles, speech, simple leaflet Main outcome: Biography of Harvey Milk

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Year 5 Curriculum Overview

NC Writing (Y5/6)		<p>Writing: Transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. <p>Writing: Handwriting & Presentation</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 		<p>Writing: Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action summarising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Writing: Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis 	
Term	Content	Half-Term 1		Half-Term 2	
Aut	Planning Sequence	<i>Anne Frank*</i> by Josephine Poole	<i>Curiosity*</i> by Markus Motum	<i>Hidden Figures: The True Story of Four Black Women and the Space Race*</i> by Margot Lee Shetterly and Laura Freeman	<i>Robot Girl*</i> by Malorie Blackman and Matthew Griffin
	Genres and Outcomes	Letters, short descriptions, extended diary entries, obituary, optional opinion piece, newspaper article	Proposal to NASA , information labels, short explanation , NASA log of Mars landing, news report , expanded explanation for a new rover	Non-chronological Reports, formal persuasive letter, informal letter, diary entry, character descriptions, newspaper report (opinion piece) , Memoir of Dorothy Vaughan	Discussion, debate, dialogue, character comparisons, review, science-fiction narrative
Spr	Planning Sequence	<i>Freedom Bird *</i> by Jerdine Nolen	<i>Kaspar, Prince of Cats</i> by Michael Morpurgo and Michael Foreman	<i>The Lost Happy Endings</i> by Carol Ann Duffy	<i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein
	Genres and Outcomes	Writing in role, thought bubbles, dialogue, postcard, recount, poem Biography	Character descriptions, reports, letters, advertising leaflet, balanced report, newspaper report	Newspaper report, an extended response to a text Prequel- alternative perspective	Information writing (Wikipedia page), letters of advice (formal), writing in role, interviews, news report, persuasive speeches, biography/ autobiography
Sum	Planning Sequence	<i>High Rise Mysteries*</i> by Sharna Jackson	<i>The Odyssey</i> by Gillian Cross	<i>The Tempest</i> by William Shakespeare, Helen Street and Charly Cheung	<i>The Lost Thing*</i> by Shaun Tan *book and film
	Genres and Outcomes	Character description, police report, setting description, newspaper article, dialogue, formal persuasive letter, extended detective narrative	Speeches (proclamation, persuasive, soliloquy), diary entry , dialogue, missing scene, postcard, advertisement, epic adventure story	Setting description, character descriptions /comparisons, diary entry, dialogue, playscript	Diary entries, formal letters, adverts, character and setting descriptions, non-chronological reports, own version fantasy narrative

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Year 6 Curriculum Overview

NC Reading (Y5/6)		<p>Writing: Transcription</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus. <p>Writing: Handwriting & Presentation</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. 		<p>Writing: Composition</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action summarising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Writing: Vocabulary, Grammar & Punctuation</p> <ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity <p>using brackets, dashes or commas to indicate parenthesis</p>	
Term	Content	Half-Term 1		Half-Term 2	
Aut	Planning Sequence	<i>The Arrival*</i> by Shaun Tan	<i>The Unforgotten Coat*</i> by Frank Cottrell Boyce	<i>The Promise</i> by Nicola Davies and Laura Davies	<i>Can We Save the Tiger?</i> by Martin Jenkins and Vicky White
	Genres and Outcomes	Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides, extended own version narrative	Diary entries, explanations (sci experiment), dialogue, non-chronological reports, own version 'issues and dilemmas' narrative	Experimentation with figurative language, report, sequel to continue the cyclical story	Letter, explanation, persuasive poster, persuasive speech, simple poem, discussion text
Spr	Planning Sequence	<i>The Three Little Pigs Project</i> by The Guardian *film	<i>Suffragette: The Battle for Equality*</i> by David Roberts	<i>The Invention of Hugo Cabret</i> by Brian Selznick *book and film	<i>The Wind in the Wall</i> by Sally Gardner
	Genres and Outcomes	News report, persuasive speeches, narrative from a particular point of view, interview scripts, diaries, debate, discussion text	Formal letters, diary entries, balanced arguments, speeches, short news report, persuasive campaign	Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique, biography	Horror film poster , figurative writing, character/setting descriptions, old English letter, dialogue, extended Gothic narrative
Sum	Planning Sequence	<i>Romeo and Juliet</i> William Shakespeare, Helen Street and Charly Cheung *book and film	<i>Grimm Tales for Young and Old</i> by Phillip Pullman	<i>The Hidden Forest</i> by Jeannie Baker	<i>Some Places More Than Others*</i> by Renee Watson
	Genres and Outcomes	Diaries, letters, narratives, character descriptions, balanced argument, playscript OR narrative (modern version)	Retellings, diary entries, informal letters, descriptions, persuasive adverts, formal speeches, own version narrative (fairy tale)	Research notes, non-chronological report in the form of a letter to a character, balanced discussion	Letters, diaries, information leaflets, instructions, poetry

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