

# Hampton Vale Primary Academy

## Writing curriculum

Transcription			Composition			
Spelling	Handwriting	Grammar & punctuation	Purpose	Audience	Vocabulary	Structure

# Our Writing curriculum:

Our Writing curriculum is structured around **three week units**:

## Week 1 - Understand:

The children are introduced to a model text, which is used as a way into understanding the purpose, audience and form of the writing. Children are taught the writing skills - appropriate for that form - and practice these in a scaffolded and explicit approach, often retrieving previous year group skills relevant to that form also.

## Week 2 - Practise:

The children learn 'how to write' (form structure, grammar and vocabulary choices), with the teacher modelling 'writer talk' as well as utilising a scaffolded approach of collaborative writing and practise.

## Week 3 - Apply:

The children will make informed choices on form, vocabulary, formality and sentence structure to plan, write edit and re-draft their own independent piece of writing. This will be based on a stimulus they have planned for, which incorporates all elements of the form and purpose taught and practised in the two weeks prior.

# Progression: Transcription (grammar and punctuation)

	R	Y1	Y2	Y3	Y4	Y5	Y6
<u>Word level</u>		Proper nouns Singular/plural Adverbs	Pronouns Articles Openers	Determiners Prepositions Possessive pronouns Adverbials	Auxiliary verbs Relative pronouns	Modal verbs	
<u>Sentence level</u>		Subject/object Tense Conjunctions 'and', 'because' Expanded noun phrases	Progressive tense Clauses Subordinating conjunctions (because, when, if)	Wider range of subordinating conjunctions  Fronted adverbials	Avoiding ambiguity Parenthesis ( )	Active voice Passive voice	Subjunctive form
<u>Whole text</u>		Joining sentences to form short narratives	1st/2nd person  Consistent use of present or past tense across a piece of writing  Use of progressive tense	Using paragraphs Use of perfect tense  Headings/subheadings used where appropriate	Use of pronouns/nouns to aid cohesion <b>within and across sentences</b>	All tenses used consistently and effectively  Adverbials of time, number and tense choices to link <b>across paragraphs</b>	Wide range of cohesive devices used, incl. repetition, adverbials and ellipsis
<u>Punctuation</u>	CL FS ?	CL FS ? ! i/l , for 2A sentence	, in a list ' singular belonging ' contractions	' plural possession Speech marks/inverted commas	, to separate clauses : before lists ; replace sub conj ... Parenthesis ( )	: to add detail to MC Hyphens Dashes Parenthesis - - , ,	Prefixes/suffixes per year group - see Spelling curriculum docs

# Progression: Composition (audience and purpose)

Pupils first need to understand that **writing comes from a purpose**.  
At Hampton Vale, we write based on the following **six purposes**:

<i>Purpose</i>	<i>1) To describe</i>	<i>2) To narrate (to tell a story, making the reader respond in a particular way)</i>	<i>3) To give or respond to information (to give detailed information about the way things are or were or an event)</i>	<i>4) To explain (to explain how or why to the reader)</i>	<i>5) To instruct (to detail a process by which the reader could follow and complete the process)</i>	<i>6) To argue (KS2 only) (to present both sides of a view, problem or argument)</i>
<b>Common forms</b>	Setting descriptions  Character descriptions  Atmosphere descriptions  Poetry	Narrative  Playscripts  Poetry	Report  Newspaper article  Letter  <i>Persuasive forms:</i> Letter Speech Appeal	Instructions  Explanation ( <i>how, where, who, why</i> )	Instructions  Advertising  Speech  Appeals	Balanced argument  Review

# Composition

## 1) Writing to describe - **setting, character and atmosphere descriptions**

1	2	3	4	5	6
<p><b>Retell descriptive statements</b></p> <ul style="list-style-type: none"><li>• correct past tense form</li><li>• written in the third person</li><li>• conjunction 'and' to join ideas</li><li>• basic sequencing of sentences</li><li>• capital letters and full stops</li></ul>	<p><b>Simple descriptive sentences</b></p> <ul style="list-style-type: none"><li>• language choices help create realistic sounding descriptions (e.g. turquoise instead of blue, jumper instead of top, policeman instead of man)</li><li>• adverbs for additional detail</li><li>• expanded noun phrases</li><li>• exclamation sentences</li><li>• comparable adjectives</li><li>• commas to separate items in a list</li><li>• verbs chosen for effect</li></ul>	<p><b>Developed descriptions</b></p> <ul style="list-style-type: none"><li>• language choices help create realistic sounding narratives e.g. shouted/ muttered instead of said</li><li>• past perfect tense</li><li>• descriptions, including those of settings, are developed through the use of adverbials and prepositions, e.g. in the deep dark woods...</li><li>• noun phrases</li><li>• verbs and adverbs chosen for effect</li><li>• repetition avoided (use of nouns and pronouns)</li></ul>	<p><b>Developed descriptions with focus on precise vocabulary</b></p> <ul style="list-style-type: none"><li>• language choices help create realistic sounding narratives. e.g. adverbs, adjectives precise nouns, expressive verbs and figurative language</li><li>• past progressive and present perfect</li><li>• fronted adverbials as single words, phrases and clauses to create cohesion</li></ul>	<p><b>Developed description with focus on figurative language</b></p> <ul style="list-style-type: none"><li>• descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li><li>• cohesion through a variety of devices (links within &amp; between paragraphs with adverbials)</li><li>• past perfect tense</li><li>• relative clauses used for additional detail</li><li>• modal verbs to suggest degrees of possibility</li></ul>	<p><b>Developed descriptions with focus on manipulating grammar</b></p> <ul style="list-style-type: none"><li>• assured and conscious control is used to effectively and accurately convey meaning, particularly through manipulating grammar and vocabulary to achieve this cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li><li>• sustained register with well-rounded ending</li><li>• atmosphere and mood created through effective word choice, sentence structure and literary devices</li><li>• colons, semi-colons and dashes used to separate and link ideas</li></ul>

## 2) Writing to narrate

The purpose of narrative can be defined simply as **to tell a story**. However, that does not convey the many purposes of stories and the way that they work at different levels. The purpose of a narrator is to **make the listener or reader respond in a particular way**. Stories are written or told to entertain and enthrall an audience. Stories can make us sad, horrify us, make us laugh, make us excited. They **create imaginative worlds** that can help us understand ourselves and the things around us and take us beyond our own experience. From the earliest times, stories have been a part of the way that people have explained their world, passed on their beliefs and memories and entertained one another. Narrative is central to learning, especially for young children, who develop their understanding through making up stories about what has happened and what might happen. Children use narrative to **organise their ideas, structure their thinking** and, ultimately, their writing. Telling and writing stories is not simply a set of skills for children to learn, but an essential means for them to **express themselves** in creative and imaginative ways.

# Composition

## 2) Writing to narrate - **narratives**

1	2	3	4	5	6
<b>Retell and invent narratives</b> <ul style="list-style-type: none"><li>• correct past tense form</li><li>• written in the third person</li><li>• conjunction 'and' to join ideas</li><li>• basic sequencing of sentences</li><li>• capital letters and full stops</li></ul>	<b>Simple narrative</b> <ul style="list-style-type: none"><li>• past tense</li><li>• adverbs of time to sequence events</li><li>• adverbs for additional detail</li><li>• expanded noun phrases</li><li>• exclamation sentences</li><li>• comparable adjectives</li><li>• commas to separate items in a list</li><li>• verbs chosen for effect</li></ul>	<b>Developed narrative with focus on paragraphing</b> <ul style="list-style-type: none"><li>• 5 clear sections</li><li>• conjunctions, adverbs and prepositions to sequence events or to mark changes in setting</li><li>• dialogue</li><li>• past perfect tense</li><li>• prepositional phrases for settings</li><li>• noun phrases</li><li>• verbs and adverbs chosen for effect</li><li>• cohesion through pronouns, adverbials</li><li>• repetition avoided (use of nouns and pronouns)</li></ul>	<b>Developed narrative with focus on plot</b> <ul style="list-style-type: none"><li>• plot organised into paragraphs</li><li>• using fronted adverbials to indicate changes in time/place</li><li>• fronted adverbials as single words, phrases and clauses to create cohesion</li><li>• expanded noun phrases</li><li>• dialogue including direct speech to show character</li><li>• develop characters through dialogue and action</li><li>• past progressive and present perfect</li></ul>	<b>Developed narrative with focus on cohesion</b> <ul style="list-style-type: none"><li>• cohesion through a variety of devices (links within &amp; between paragraphs with adverbials)</li><li>• past perfect tense to link events</li><li>• action, dialogue and description used to move events forward</li><li>• relative clauses used for additional detail</li><li>• modal verbs to suggest degrees of possibility</li><li>• adverbs of possibility</li></ul>	<b>Developed narrative with focus on atmosphere and shifts</b> <ul style="list-style-type: none"><li>• cohesion through a wider variety of devices (e.g. repetition of a word or phrase, ellipsis)</li><li>• sustained register with well-rounded ending</li><li>• atmosphere and mood created through effective word choice, sentence structure and literary devices</li><li>• shifts in formality</li><li>• past perfect tense to link events, including past perfect progressive</li><li>• action, dialogue and description used to move events forward</li><li>• subjunctive form to hypothesise</li><li>• colons, semi-colons and dashes used to separate and link ideas</li></ul>

# 3) Writing to give or respond to information

To provide detailed information about **the way things are or were** and to help readers/listeners understand what is being described by organising or categorising information.

**General text structure:** In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:

- an opening statement, often a general classification (sparrows are birds)
- sometimes followed by a more detailed or technical classification (their Latin name is...)
- a description of whatever is the subject of the report organised in some way to help the reader make sense of the information. For example:
- its qualities (like most birds, sparrows have feathers.)
- its parts and their functions (the beak is small and strong so that it can ...)
- Its habits/behaviour/ uses (sparrows nest in...)

Reports

**General text structure:**

- orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
- an account of the events that took place, often in chronological order (The first person to arrive was ...)
- some additional detail about each event (He was surprised to see me)
- reorientation, e.g. a closing statement that may include elaboration. (I hope I can go to the park again next week. It was fun)

Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time, but these strategies are more often used in fiction recounts

Recounts

**Generic text structure:**

- an opening statement (thesis) that sums up the viewpoint being presented: Greentrees Hotel is the best in the world. School uniform is a good idea
- strategically organised information presents and then elaborates on the desired viewpoint: Vote for me because I am very experienced. I have been a school councillor three times and I have ...
- a closing statement repeats and reinforces the original thesis: All the evidence shows that ... It's quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best

Persuasive writing



# Composition

## 3) Writing to give or respond to information - **reports**

1	2	3	4	5	6
<p><b>Basic fact file</b></p> <ul style="list-style-type: none"><li>* concept of a sentence</li><li>• capital letters and full stops</li><li>• word choices</li><li>• labels and captions</li></ul>	<p><b>Basic non-chronological report</b></p> <ul style="list-style-type: none"><li>• present tense</li><li>• opening questions</li><li>• concluding exclamatory sentence</li><li>• subordinating and coordinating conjunctions to join information and give reasons</li><li>• adverbs</li></ul>	<p><b>Non-chronological report (organised in sections)</b></p> <ul style="list-style-type: none"><li>• planned into sections</li><li>• headings</li><li>• sub-headings</li><li>• conjunctions to join information and give reasons</li><li>• present perfect tense</li><li>• word choices to match information texts</li></ul>	<p><b>Non-chronological report (written in paragraphs)</b></p> <ul style="list-style-type: none"><li>• organised into paragraphs with appropriate headings</li><li>• range of conjunctions</li><li>• appropriate Tier 3 word choices &amp; usage</li><li>• beginning to explore levels of formality and able to demonstrate this through word and sentence choices</li><li>• appropriate use of pronouns and adverbials to link and organise sentences</li></ul>	<p><b>Biography</b></p> <ul style="list-style-type: none"><li>• cohesion through a variety of devices within and across paragraphs</li><li>• relative clauses with commas and brackets to add information</li><li>• structured paragraphs linked with adverbials</li><li>• indicate degrees of possibility using modal verbs and adverbs</li></ul>	<p><b>Detailed information texts</b></p> <ul style="list-style-type: none"><li>• cohesion through a wider variety of devices</li><li>• layout devices including headings, sub-headings, columns, bullets and tables to structure texts</li><li>• semi-colons for items in a list, colons to introduce lists</li><li>• sustained levels of formality through sentence and word choices</li><li>• use of different structures typical of formal writing, e.g. subjunctive form, passive voice</li><li>• hyphens used to avoid ambiguity</li></ul>

# Composition

## Writing to give or respond to information - **recounts**

1	2	3	4	5	6
<p><b>Basic fact file</b></p> <ul style="list-style-type: none"><li>* concept of a sentence</li><li>• capital letters and full stops</li><li>• word choices</li><li>• labels and captions</li></ul>	<p><b>Basic non-chronological report</b></p> <ul style="list-style-type: none"><li>• present tense</li><li>• opening questions</li><li>• concluding exclamatory sentence</li><li>• subordinating and coordinating conjunctions to join information and give reasons</li><li>• adverbs</li></ul>	<p><b>Non-chronological report (organised in sections)</b></p> <ul style="list-style-type: none"><li>• planned into sections</li><li>• headings</li><li>• sub-headings</li><li>• conjunctions to join information and give reasons</li><li>• present perfect tense</li><li>• word choices to match information texts</li></ul>	<p><b>Developed recount (with detailed events)</b></p> <ul style="list-style-type: none"><li>• developed sequential language organised into paragraphs</li><li>• adverbs, adverbials and prepositions to sequence events</li><li>• word choices and developed sentence structures to match recount texts</li><li>• expanded noun phrases</li></ul>	<p><b>Journalistic writing</b></p> <ul style="list-style-type: none"><li>• journalistic vocab, sentence structures</li><li>• cohesion within and across paragraphs</li><li>• structural features of newspaper reports</li><li>• shifts in formality as writing extension</li><li>• use of the past perfect</li><li>• modal verbs can be used to indicate degrees of possibility</li></ul>	<p><b>Developed journalistic writing</b></p> <ul style="list-style-type: none"><li>• cohesion through a wider variety of devices</li><li>• passive voice</li><li>• shifts in formality</li><li>• control of vocabulary choices to match the language used in journalistic writing</li><li>• use of semi-colons, colons and dashes to mark boundaries between independent clauses</li><li>• structural features included in newspaper reports</li><li>• past perfect progressive form of verbs</li></ul>

# Composition

## Writing to give or respond to information - **persuasive writing**

1	2	3	4	5	6
	<p><b>Basic persuasive text</b></p> <ul style="list-style-type: none"><li>• written in present tense</li><li>• effective use of noun phrases</li></ul>	<p><b>Sectioned persuasive text</b></p> <ul style="list-style-type: none"><li>• paragraphs as a way to group related material</li><li>• express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li><li>• use of present perfect form of verbs</li><li>• rhetorical questions</li></ul>	<p><b>Persuasive text with paragraphs</b></p> <ul style="list-style-type: none"><li>• cohesion through choice of pronouns or nouns within and across sentences, avoiding repetition</li><li>• expanded noun phrases</li><li>• some persuasive writing features (e.g. GRIPPERS3PS)</li><li>• modal verbs to indicate degrees of possibility</li></ul>	<p><b>Developed persuasive text</b></p> <ul style="list-style-type: none"><li>• cohesion through variety of techniques</li><li>• expanded noun phrases</li><li>• a variety of persuasive writing features (e.g. GRIPPERS3PS)</li><li>• modal verbs and adverbs to position the argument</li><li>• structured paragraphs linked with adverbials</li><li>• commas to avoid ambiguity</li></ul>	<p><b>Advanced persuasive text</b></p> <ul style="list-style-type: none"><li>• adapting degrees of formality and informality, inc. vocabulary choices, to suit the form of the text</li><li>• passive voice</li><li>• subjunctive form to hypothesise</li><li>• cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs</li><li>• appropriate persuasive writing features (e.g. GRIPPERS3PS)</li><li>• hyphens to avoid ambiguity</li></ul>

## 4) Writing to explain - **explanations (how or why)**

To explain how or why, e.g. to explain the processes involved in natural/social phenomena or to explain a process, such as how a car is made.

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**Generic text structure:** A general statement to introduce the topic being explained. E.g. In the winter some animals hibernate.

- the steps or phases in a process are explained logically, in order. E.g. When the nights get longer ... because the temperature begins to drop ... so the hedgehog looks for a safe place to hide.
- specific features that include written in the present tense, text arranged into numbered points, time conjunctions, diagrams with labels and pictures with captions

# Composition

## 4) Writing to explain - explanations (how or why)

1	2	3	4	5	6
	<p><b>Basic explanation</b></p> <ul style="list-style-type: none"><li>• consistent use of present tense</li><li>• questions used to form titles</li><li>• question marks used to denote questions (Y1)</li><li>• conjunctions e.g. so...because to explain</li></ul>	<p><b>Sectioned explanation</b></p> <ul style="list-style-type: none"><li>• Introduction to paragraphs as a way to group related material</li><li>• appropriately used Tier 3 vocabulary</li><li>• consistent use of present tense</li><li>• express time, place and cause using conjunctions (e.g. so, because), adverbs and prepositions</li><li>• heading and subheadings used to aid presentation</li></ul>	<p><b>Explanation text with paragraphs</b></p> <ul style="list-style-type: none"><li>• fronted adverbials</li><li>• paragraphs to organise ideas</li><li>• cohesion through the use of nouns and pronouns</li></ul>	<p><b>Developed explanation text</b></p> <ul style="list-style-type: none"><li>• indicate degrees of possibility using adverbs and modal verbs</li><li>• layout devices to provide additional information and guide the reader</li><li>• cohesion within paragraphs using adverbials</li><li>• relative clauses used to add further information</li><li>• parenthesis to add to the clarification of technical words</li></ul>	<p><b>Scientific writing/report</b></p> <ul style="list-style-type: none"><li>• cohesion through a wider variety of devices</li><li>• passive voice</li><li>• appropriate levels of formality demonstrated</li><li>• advanced sequential and causal language</li></ul>

## 5) Writing to instruct

To write to instruct is to ensure something is done effectively and/or correctly with a successful outcome for the participant/s.

**Generic text structure:** Begin by defining the goal or desired outcome e.g. How to make a board game

- an introductory sentence or paragraph
- list any material or equipment needed, in order
- provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal
- diagrams or illustrations are often integral and may even take the place of some text (Diagram B shows you how to connect the wires.)
- a final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat.

# Composition

## 5) Writing to instruct

1	2	3	4	5	6
<b>Simple instructions</b> <ul style="list-style-type: none"><li>• concept of a sentence</li><li>• basic sequencing of sentences</li><li>• capital letters and full stops</li><li>• word choices</li><li>• mostly correct past tense verbs</li><li>• labels and captions</li></ul>	<b>Developed instructions</b> <ul style="list-style-type: none"><li>• developed sequencing with subordinating and coordinating conjunctions to join information and give reasons</li><li>adverbs of time to sequence and to add detail</li><li>• commas to separate items in a list</li></ul>	<b>5-part instructions</b> <ul style="list-style-type: none"><li>• sequenced parts with headings to aid organisation - title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with 'top tip'</li><li>• commas to separate items in a list</li><li>• time, place and cause expressed using conjunctions, adverbs or prepositions</li></ul>	<b>Developed 5-part instructions</b> <ul style="list-style-type: none"><li>• 5 clearly sequenced parts</li><li>• cohesion through the use of nouns and pronouns</li><li>• fronted adverbials</li></ul>	<b>Complex 5-part instructions</b> <ul style="list-style-type: none"><li>• 5 clearly sequenced parts</li><li>• parenthesis used to add additional advice</li><li>• relative clauses to add further information</li><li>• modal verbs to suggest degrees of possibility</li><li>• layout devices to provide additional information and guide the reader</li></ul>	

## 6) Writing to argue

To write to instruct is to ensure something is done effectively and/or correctly with a successful outcome for the participant/s.

**General text structure:** The most common structure includes:

- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against or alternative views, with supporting evidence/examples

Another common structure presents the arguments 'for' and 'against' alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.



# Composition

## 6) Writing to argue - **balanced arguments**

1	2	3	4	5	6
			<p><b>Basic discussion text</b></p> <ul style="list-style-type: none"><li>• consistent use of present tense - recap from Y2</li><li>• present perfect form of verbs - recap from Y3</li><li>• effective use of noun phrases</li><li>• paragraphs to organise ideas</li><li>• adverbials e.g. therefore, however...</li><li>• heading and subheadings used to aid presentation - recap from Y3</li></ul>	<p><b>Advanced discussion text</b></p> <ul style="list-style-type: none"><li>• cohesion within paragraphs using adverbials</li><li>• layout devices to provide additional information and guide the reader</li><li>• modal verbs to indicate degrees of possibility</li></ul>	<p><b>Complex discussion text</b></p> <ul style="list-style-type: none"><li>• cohesion through a wider variety of devices</li><li>• adverbials for cohesion</li><li>• modal verbs and adverbs to position the arguments</li><li>• precise language choices made to give clarity in both arguments</li><li>• appropriate levels of formality applied</li><li>• well-structured arguments • evaluative and analytical sentence phrases used</li><li>• use of semi-colons and colons to control sentence structure</li><li>• passive voice</li><li>• subjunctive form to hypothesise</li></ul>

Reception:  
Term 1:  
Oracy

## Oracy: Learning to Talk

- Keep hands away from mouth when speaking
- Develop ability to speak clearly
- Develop confidence in talking within a group or in front of class
- Learn how to speak at an appropriate volume
- Be able to articulate basic needs and feelings
- Look speaker/listener in the eye
- Learn how to speak in full sentences
- Be able to ask **who, what, why, when** questions
- Use manners: **please, thank you, excuse me**
- Be able to put words into the correct order to form simple sentences:  
**It is a dog.**  
**The dog is on a mat.**  
**The dog is sat on a mat.**

## Oracy: Learning Through Talk

- **Word:** *A word is a group of letters that have a given meaning.*
- **Sentence:** *A sentence is a group of words that say one idea. Starts with a capital letter and ends with a full stop.*
- Learn how to break the flow of a sentence into words by being able to count how many words in a given sentence.
- Word classes: **noun and adjective.**
- *A noun is a person, place or thing.*
- *An adjective describes a noun.*

## Writing Skills:

- Learn to recognise and write own name
- Learn how to form individual letters in cursive font within phonics curriculum.
- Learn grapheme-correspondence of individual letters within phonics curriculum.
- Learn letter names within phonics curriculum (explicit linking between sound and letter name).
- Begin to write simple CV and CVC words within phonics curriculum.

Reception: Term 2:	Oracy: Learning to Talk	Writing skills & knowledge
<p><b>Units:</b></p> <p>Dear Zoo</p> <p>Polar animal fact file</p> <p>The T-Rex Who Came to Lunch</p>	<ul style="list-style-type: none"> <li>➤ Keep hands away from mouth when speaking</li> <li>➤ Develop ability to speak clearly</li> <li>➤ Develop confidence in talking within a group or in front of class</li> <li>➤ Learn how to speak at an appropriate volume</li> <li>➤ Be able to articulate basic needs and feelings</li> <li>➤ Look speaker/listener in the eye</li> <li>➤ Learn how to speak in full sentences</li> <li>➤ Be able to ask <b>who, what, why, when</b> questions</li> <li>➤ Use manners: <b>please, thank you, excuse me</b></li> <li>➤ Be able to put words into the correct order to form simple sentences:  <b>It is a dog.</b>  <b>The dog is on a mat.</b>  <b>The dog is sat on a mat.</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>What is a sentence?</b> <i>A sentence is a group of words that say one idea. Starts with a capital letter and ends with a full stop.</i></li> <li>➤ <b>Word:</b> <i>A word is a group of letters that have a given meaning.</i></li> <li>➤ <i>Learn how to break the flow of a sentence into words by being able to count how many words are in a given sentence (retrieval)</i></li> <li>➤ Word class foci: <b>adjectives and verbs</b></li> <li>➤ <i>An adjective is a word used to describe a noun.</i></li> <li>➤ <i>A verb is a doing or a being word</i> (phonics sound -ing is much later - keep as present tense)</li> </ul>
<p>Recount of zoo trip</p>	<p><b>Letter formation → phonics Skills:</b></p>	
	<ul style="list-style-type: none"> <li>➤ <i>Learn to recognise and write own name (retrieval/CP)</i></li> <li>➤ Learn how to form individual letters in cursive font within phonics curriculum.</li> <li>➤ Learn grapheme-correspondence of individual letters within phonics curriculum.</li> <li>➤ Learn letter names within phonics curriculum (explicit linking between sound and letter name).</li> <li>➤ Begin to write simple CV and CVC words within phonics curriculum.</li> </ul>	

Reception:  
Term 3:

## Oracy: Learning to Talk

## Writing skills & knowledge

### Units:

Supertato  
(describe)

Growing  
cress  
(instruct)

Sharks love  
underpants  
(narrative)

Sea creature  
(information  
text)

- Keep hands away from mouth when speaking
- Develop ability to speak clearly
- Develop confidence in talking within a group or in front of class
- Learn how to speak at an appropriate volume
- Be able to articulate basic needs and feelings
- Look speaker/listener in the eye
- Learn how to speak in full sentences
- Be able to ask **who, what, why, when** questions
- Use manners: **please, thank you, excuse me**
- Be able to put words into the correct order to form simple sentences:  
**It is a dog.**  
**The dog is on a mat.**  
**The dog is sat on a mat.**

- **What is a sentence?** *A sentence is a group of words that say one idea. Starts with a capital letter and ends with a full stop.*
- **Word:** *A word is a group of letters that have a given meaning.*
- *Learn how to break the flow of a sentence into words by being able to count how many words in a given sentence (retrieval)*
- **Word classes: adjectives and verbs.**
- **An adjective is a word used to describe a noun.**
- **A verb is a doing or a being word** (phonics sound -ing is much later - keep as present tense)
- **EXT: Understand how to use the conjunction 'and' to link ideas/words**
- **EXT: Understanding of proper nouns + capital letter**

## Letter formation → phonics Skills:

- *Learn to recognise and write own name (retrieval/CP)*
- Learn how to form individual letters in cursive font within phonics curriculum.
- Learn grapheme-correspondence of individual letters within phonics curriculum.
- Learn letter names within phonics curriculum (explicit linking between sound and letter name).

## Year One - Writing overview 2022/23

Autumn 1							Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1 <b>(3 days)</b>	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 <b>(3 days)</b>
'All About Me' oracy presentations	<b>To describe:</b> The Gruffalo character description			<b>To describe:</b> 'Monkey Puzzle' setting description			<b>To give information:</b> Information text-Queen Victoria			<b>To narrate:</b> John Lewis dragon advert - diary entry			
Spring 1							Spring 2						
<b>(3 days)</b>	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>To narrate:</b> 'Lost & Found' narrative retelling			<b>To instruct:</b> Make a cake instructions				<b>To describe:</b> 'Mulan' character descriptions			<b>To narrate:</b> The Smartest Giant in Town- Diary entry			
Summer 1							Summer 2						
Week 1	Week 2	Week 3 <b>(4 days)</b>	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 <b>(3 days)</b>
<b>To inform:</b> Non-chronological report - National Geographic animal stimulus			<b>To describe:</b> Setting description -The Great Barrier Reef.				<b>To give or respond to information:</b> Letter to Miss Chatterton to ask for a school trip.			<b>To narrate:</b> Recount of the school trip.			

## Year Two - Writing overview 2022/23

Autumn 1							Autumn 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)	
<b>To narrate:</b> 'How To Catch a Star' narrative			<b>To narrate:</b> 'Traction Man' diary entry			1 week Big Write - <b>to instruct</b> (fireworks safety)	<b>To describe:</b> Guy Fawkes/fireworks poetry		<b>To describe:</b> 'Where the Wild Things Are' character description			Big write: Percy Pig narrative		
Spring 1							Spring 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
<b>To describe/narrate:</b> 'The Forest' narrative			<b>To describe:</b> Rainforest - setting description				<b>To inform:</b> Rainforests non-chron report (2 weeks)		<b>1 week recount</b> (Animal Man visit)	<b>To instruct</b> Sewing instructions	<b>To give or respond to information:</b> Iceland palm oil advert - persuasive letter			
Summer 1							Summer 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		

## Year Three - Writing overview 2022/23

Autumn 1							Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>To narrate:</b> 'Flat Stanley' diary entry			<b>To describe:</b> Forgotten Forest setting description				<b>To describe:</b> 'The Twits' character description			<b>To give information:</b> Newspaper report			<b>To narrate:</b> Mog story
Spring 1							Spring 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>To give information:</b> Influential person			<b>To narrate:</b> Climbing Mount Everest - diary entry				<b>To narrate:</b> 'Umbrella' narrative			<b>To give information:</b>			
Summer 1							Summer 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 <b>(2 days)</b>
<b>To narrate:</b> Day in the life of a Roman gladiator- diary entry			<b>To narrate:</b> 'The Boy Who Grew Dragons' - narrative				<b>To give or respond to information:</b> Persuasive speech			<b>To instruct:</b> Pizza recipe - instructions			

## Year Four - Writing overview 2022/23

Autumn 1							Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 + 2 days	
<b>To explain:</b> 'How to Spot a Witch' (The Witches)			<b>To narrate:</b> 'The Witches' diary entry					<b>To narrate:</b> 'The Egyptian Cinderella' - narrative			<b>To argue:</b> Should Howard Carter have opened the tomb?		
Spring 1							Spring 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>To describe:</b> 'How to Train your Dragon' - character description			<b>To narrate:</b> 'How to Train your Dragon' - diary entry				<b>To give information:</b> Vikings information text			<b>To narrate:</b> 'The Miraculous Journey of Edward Tulane' diary entry			
Summer 1							Summer 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>To describe:</b> Varmints - setting description			<b>To respond to information (persuade):</b> Greenpeace video - persuasive letter				<b>To give information:</b> Space - non-chronological report			To describe: Space poetry - Haiku + revisit prev unit (character description) <b>TBC</b>			



## Year Five - Writing overview 2022/23

Autumn 1							Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Beach description			'Holes' diary entry			1 week - character description	Mayans information text			'The Escape Room' narrative		
Spring 1							Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Character description -			How to survive in the jungle				Persuasive letter - letter to Mrs C, car park playground			'Narrative - rewrite Jungle Book (tbc)		
Summer 1							Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Romeo & Juliet love letters			Henry VIII biography/Information text				'Spymaster' narrative			Setting description - apocolypse		

## Year Six - Writing overview 2022/23

Autumn 1							Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 + 2 days
<b>To describe:</b> Setting description - idyllic beach (WAGOLL) → own back garden			<b>To explain:</b> Explanation text - How to survive an earthquake			Assessed piece - <b>to describe?</b>	<b>To narrate:</b> Three Little Pigs (narrative POV switch up)			<b>To argue:</b> Boy at the back of the class - persuasive letter to Miss Page about giving back school trips		
Spring 1							Spring 2					
Week 1	Week 2	Week 3	Week 4	Week 5 + 3 days			Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>To describe:</b> 'WW2 Soldier' character description			<b>To explain:</b> LFTLH - newspaper article of the bombing at Sandhurst school				<b>To describe:</b> Portal setting description			<b>To explain:</b> 'Wild Animals of the North' information text		
Summer 1							Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>To narrate:</b> 'Adventure at Sandy Cover' innovation - convey character and advance the character			<b>To narrate:</b> 'Fuzzy Mud' recount (from character's POV)				<b>To give or respond to information:</b> 'Wonder' emails (Mum vs Auggie)  <b>To narrate:</b> Dialogue focus - Harry Potter and Dobbie			<b>To argue:</b> 'I Have a Dream' leavers speeches		