

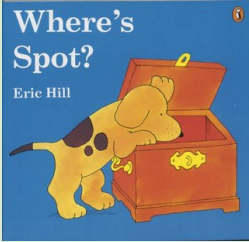
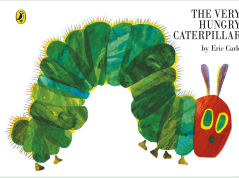
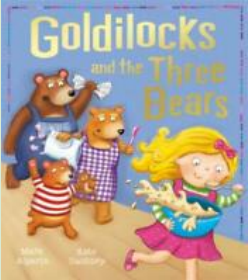

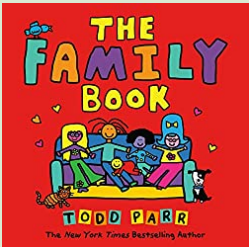
## Writing Curriculum map 2024-2025

### Handwriting progression

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| Intent                 | <p>It is our aim to encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition. We aim to:</p> <ul style="list-style-type: none"><li>• Ensure that from KS2 children are encouraged to join and use a cursive writing style.</li><li>• Make sure all children know the difference between lower and uppercase letters</li><li>• To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.</li><li>• To adopt a consistent approach towards handwriting when teaching and creating resources.</li></ul>  |
| EYFS<br>Implementation | <p>Nursery children will be encouraged to develop gross and fine motor control. They will be encouraged to:</p> <ul style="list-style-type: none"><li>• Develop manipulation and control.</li><li>• Explore different materials and tools.</li><li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li></ul> <p>As the children progress into Reception, children will be taught to form letters correctly using Read Write Inc's guidance on letter formation using the RWI mnemonics to aid the correct letter formation. Letter formation is taught alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Allow children to choose/develop their dominant hand.</p> <p>Throughout the early years, children will:</p> <ul style="list-style-type: none"><li>- Explore and have the opportunity to develop a comfortable grip using a variety of malleable materials and graphic tools.</li><li>- Practise correct letter formation using print</li><li>- Develop a conventional tripod pencil grip.</li><li>- Produce a controlled line which supports letter formation.</li><li>- Rehearse letter writing in the air whilst the teacher demonstrates and gives verbal instructions.</li><li>- Write letters using the correct sequence of movements.</li><li>- Space and regulate letters and words.</li><li>- Write from left to right and top to bottom of the page.</li><li>- Practice handwriting patterns</li></ul> |

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| <p>Year 1</p> <p>Implementation</p>            | <p>Our aim is that by the end of Year 1 children will be forming all letters correctly. In order to do this, children will:</p> <ul style="list-style-type: none"> <li>- Consolidate a conventional tripod pencil grip.</li> <li>- Continue to practise correct letter formation using print</li> <li>- Practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.</li> <li>- Practise joining handwriting patterns</li> <li>- Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- Form capital letters</li> <li>- Form digits 0-9</li> <li>- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>  |
| <p>Year 2</p> <p>Implementation</p>            | <p>Children will:</p> <ul style="list-style-type: none"> <li>- Consolidate size, proportion, spacing and legibility.</li> <li>- Practise the four basic handwriting joins: -diagonal joins to letters without ascenders, e.g. ai, ar, un; -horizontal joins to letters without ascenders, e.g. ou, vi, wi; -diagonal joins to letters with ascenders, e.g. ab, ul, it; -horizontal joins to letters with ascenders, e.g. ol, wh, ot.</li> <li>- Practise handwriting in conjunction with phonic and spelling patterns.</li> <li>- Form lower-case letters of the correct size relative to one another</li> <li>- 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 unjoined</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>- Use spacing between words that reflects the size of the letters.</li> </ul> <p>Children will be taught to write with a joined style as soon as they can form letters securely with the correct orientation. This will be taught within handwriting lessons.</p>   |
| <p>Lower Key Stage 2</p> <p>Implementation</p> | <p>In Year 3 the children will be encouraged to begin the development of basic joins which they should transfer into all their independent writing. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Practise correct formation of basic joins from Year 2. -diagonal joins to letters without ascenders, e.g. ai, ar, un; -horizontal joins to letters without ascenders, e.g. ou, vi, wi; -diagonal joins to letters with ascenders, e.g. ab, ul, it; -horizontal joins to letters with ascenders, e.g. ol, wh, ot.</li> <li>- Continue to demonstrate, rehearse and verbalise as in KS1.</li> <li>- Consolidate consistency in size, proportion, fluency and spacing between letters and words.</li> <li>- Develop clear, neat hand for finished work.</li> <li>- Build up handwriting speed, fluency and legibility through practice.</li> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- Increase the legibility, consistency and quality of their handwriting, e.g. 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</li> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. The skill is then continued to be taught and encouraged in Year 4.</li> </ul> <p>In year 4, children:</p> <ul style="list-style-type: none"> <li>- Use joined handwriting for all writing except where other special forms are required.</li> <li>- Know when to use: -a clear, neat hand for finished presented work. -informal writing for everyday informal work, rough drafting etc.</li> <li>- Build up speed and continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.</li> <li>- Use a range of presentational skills, e.g. -print script for captions, sub-headings and labels; -capital letters for posters, title pages and headings; -a range of computer generated fonts and point sizes.</li> <li>- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- Increase the legibility, consistency and quality of their handwriting, e.g. 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</li> </ul> |

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| Upper Key Stage 2<br>Implementation | <p>In years 5 and 6, children will:</p> <ul style="list-style-type: none"><li>- Continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.</li><li>- Revise all rules for joining.</li><li>- Develop fluency and speed so that problems with forming letters do not get in the way of their writing down what they want to say.</li><li>- Use joined handwriting for all writing except where other special forms are required.</li><li>- Know when to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</li><li>- Know when to use: -a clear neat hand for finished, presented work. -informal writing for everyday informal work, rough drafting etc.</li><li>- Write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters -choosing the writing implement that is best suited for a task (e.g. quick notes, letters).</li></ul> |
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| Nursery  | Au 1   | Au 2   | Sp 1  | Sp 2   | Su 1   | Su 2   |
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| Poem/song or nursery rhyme to learn over the course of the half term | <i>If you're happy and you know it clap your hands</i>                             | <i>Twinkle twinkle little star</i>   | <i>Rain rain go away</i>  | <i>All About Me poem</i>   | <i>The wheels on the bus go round and round</i>                                      | <i>Creepy Crawly poem</i>  |
| 1. T4W -Modern Classics/Well loved stories (2 week)                  |   |   |   |   |   |   |
| 2. Traditional Tale (3 weeks)  |   |   |   | Short term (2 texts plus world book week)  |   |   |
| 3. Diversity & Inclusion Book (1 week)                               |  |  |  |  |  |  |

| Nursery  |   |  |  |  |   |
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| Aut 1  | Aut 2   | Spr 1  | Spr 2  | Sum 1  | Sum 2   |
| <p>Enjoy drawing freely.</p> <p>Add some marks to drawings, which give meaning to. For example: "That says mummy."</p> <p>Make a wide variety of marks with control, such as a variety of simple shapes and lines.</p> <p>Recognises the difference between pictures and words.</p> <p>Mark make using a variety of materials (chalk, pens, pencils, crayons, paint)</p> | <p>Make marks on their picture to stand for their name.</p> <p>Use marks to communicate my thoughts, feelings and ideas.</p> <p>Consider and plan what I am going to 'draw' before making any marks.</p> <p>Show interest in watching adults write and emulate this.</p> <p>Begin to imitate the act of writing, such as ticking off names on a register after watching an adult do it.</p> | <p>Use marks symbolically for multiple purposes, such as to tell stories, record what I can see, show my thinking, express my emotions or solve problems.</p> <p>Make marks from left to right</p> <p>Draw pictures with shapes that resemble what they are drawing e.g. a circle for a head, lines for arms and legs. Use mark-making tools to form the variety of marks needed for letter formation, such as clockwise and anticlockwise rotational movements.</p> | <p>Use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of my name.</p> <p>Write with a purpose, such as a shopping list, a birthday card etc</p> <p>Develop an understanding of the link between the shape of a letter and the sound it represents (using mnemonics of RWI phonics 'maisie mountain mountain')</p> | <p>Use initial sounds to label; pictures, adjectives of characters, settings and to create a list</p> <p>Write from left to right and top to bottom.</p> <p>Understand that words are made up of letters, which are a collection of different shapes.</p> <p>Identify sounds in words and then write the sound with the corresponding letter</p> | <p>Write recognisable letters, most of which are correctly formed (using mnemonics of RWI phonics e.g. 'maisie mountain mountain')</p> <p>Write my first name which can be recognised.</p> <p>Begin to hear set 1 sounds in a cvc word and segment for spelling using magnetic letters and boards e.g. cat - c-a-t. Create a story map using pictures, and initial and final sounds in words.</p> |

| Reception  |  |  |  |   |  |
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| Aut 1  | Aut 2  | Spr 1  | Spr 2  | Sum 1   | Sum 2  |
| <p>Poem - I look in the mirror by Helen H Moore</p> <p>Narrative - We're going on a Bear Hunt by Michael Rosen</p> <p>R: myself<br/>A: Teacher<br/>F:Labels/caption<br/>T: We Are Going On a Bear Hunt.</p> <p>Goodnight Moon by Margaret Wise Brown</p> <p>R:Myself<br/>A:Teacher<br/>F: Labels<br/>:Goodnight Moon</p> | <p>Animals Have Homes poem- Performance</p> <p>Mr Grumpy's Outing-Description</p> <p>R: myself<br/>A: Teacher<br/>F:Labels/caption<br/>T: Mr Grumpy's Outing</p> <p>Owl Babies- Missing poster</p> <p>R: Myself<br/>A: Teacher<br/>F:Missing poster<br/>T: Owl Babies</p> <p>(Filling in the blanks- odd word insert that they can use their phonics to sound out)..</p> | <p>The Three Pigs Rap-Performance</p> <p>Whatever Next!<br/>-Captions/simple sentence</p> <p>R: myself<br/>A: Teacher<br/>F:captions<br/>T: Whatever Next!</p> <p>Handa's Surprise Shopping list</p> <p>R: Myself<br/>A: Parents<br/>F:Shopping list<br/>T: handa's Surprise</p> | <p>A Tiny Seed was Sleeping poem-Performance</p> <p>The Gingerbread Man-<br/>Short character description on the Gingerbread Man.<br/>-Retell story and map it out.<br/>Should be able to retell orally and innovate to a snowman (retell with snowman).</p> <p>R: Myself<br/>A: Mrs Bashir<br/>F:Character description<br/>T: The Gingerbread Man.</p> <p>The Enormous Turnip<br/>-Writing instructions on how to grow a turnip.<br/>- Fill in gaps<br/>-Simple sentence</p> <p>R: Myself<br/>A: Parents<br/>F:Instructions<br/>T: The Enormous Turnip</p> | <p>Plants poem- performance</p> <p>The Gruffalo<br/>-Character Description<br/>-Simple sentences to describe</p> <p>R: Myself<br/>A: Class teacher<br/>F:Character description<br/>T: The Gruffalo</p> <p>Innovate The Gruffalo- Short simple sentences.</p> <p>R: Myself<br/>A: Year 1 teacher<br/>F:Innovation<br/>T: The Gruffalo.</p> | <p>At the Bottom of the Garden- Twinkl -Performance</p> <p>Monkey Puzzle<br/>- Character Description.</p> <p>R: Myself<br/>A: Year 1 teacher<br/>F:Character Description<br/>T:Monkey Puzzle.</p> <p>Monkey Puzzle- Sentences</p> <p>R: Myself<br/>A: Year 1 teacher<br/>F:Sentences (retell)<br/>T:Monkey Puzzle.</p> <p>Jack and the Beanstalk<br/>-Story retell</p> <p>R: Myself<br/>A: Year 1 teacher<br/>F:Sentences (retell)<br/>T:Jack and the Beanstalk.</p> <p>Jack and The Beanstalk<br/>Character Description</p> <p>R: Myself<br/>A: Year 1 teacher<br/>F:Character Description<br/>T:Jack and The Beanstalk.</p> <p>Building skills from Monkey Puzzle and becoming more independent.</p> |
| <p>Develop ability to use a static tripod grasp comfortably.</p> <p>Write recognisable letters, some of which are correctly formed (print).</p>  | <p>Consistently use a static tripod grasp.</p> <p>Write recognisable letters, most of which are correctly formed (print).</p>  | <p>Form lower-case letters correctly (print).</p> <p>Write simple phrases and sentences that can be read by others (caption).</p>  | <p>Form some capital letters correctly (print).</p> <p>Write simple phrases and sentences that can be read by others demonstrating accuracy of segmenting.</p>   | <p>Form lower-case (print) and capital letters correctly.</p> <p>Demonstrate accuracy of ascending and descending letters.</p> <p>Demonstrate appropriate size</p>  | <p>Begin developing a dynamic tripod grasp.</p> <p>Demonstrate fluent handwriting using the tripod grip, where letters are correctly formed, size</p>  |

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| <p>Write initial sounds when labelling pictures.</p> <p>Attempt to label own drawings and pictures showing some awareness of sounds.</p> <p>Write my name independently.</p> | <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write one word labels (Label pictures e.g. character description)</p> <p>Write for a purpose - a list (shopping list, Christmas list)</p> <p>Begin to show accuracy and care when drawing</p> | <p>Begin to demonstrate appropriate size handwriting.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write 2 to 4 word captions: Include nouns - naming things, and verbs</p> <p>A cat<br/>My dog<br/>It is a fox<br/>I can hop</p> | <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Begin to demonstrate ascending and descending letters.</p> <p>Demonstrate appropriate size handwriting.</p> <p>Begin to demonstrate, letters sat on the line accurately.</p> <p>Write 2 to 4 word captions with more challenging red words: Include nouns and verbs.</p> <p>I saw a bug.<br/>I went swimming<br/>I made a ring.<br/>I have two legs.</p> | <p>handwriting.</p> <p>Demonstrate, letters sat on the line accurately.</p> <p>Write 2 or 3 short sentences with words with known letter-sound correspondences showing an awareness of a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Create a speech bubble and know that a speech bubble is a way to show a character is talking.</p> | <p>appropriate, sat on the line accurately and showing ascending and descending letters.</p> <p>Write 4 or 5 sentences with words with known letter-sound correspondences using a capital letter and full stop accurately.</p> <p>Re-read what they have written to check that it makes sense and self correct where necessary.</p> <p>Use a capital letter to start a sentence and full stop to end a sentence.</p> |
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## Years 1 - 6

- Writing is based on real life experiences and well-known texts where possible
- Spelling, punctuation and grammar are taught as an integral part of the writing process and applied to different types of writing
  - Pupils are encouraged to develop their own voice as writers

| Year 1 | <u>Aut 1</u>   | <u>Aut 2</u>  | <u>Spr 1</u><br><u>A journey tale</u>   | <u>Spr 2</u><br><u>A losing tale</u>   | <u>Sum 1</u>   | <u>Sum 2</u><br><u>A character flaw tale</u>  |
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|        | <p>Poetry unit 1:<br/>If you should meet a crocodile by Christine Fletcher (Poem)<br/>R - myself<br/>A - Old Reception class staff<br/>F - a poem<br/>T - Animals</p> <p>Narrative unit 1:<br/>Beegu by Alexis Deacon (labels, captions and description)<br/>R - myself<br/>A - my Yr 1 teacher<br/>F - a description<br/>T - Beegu</p> <p>Non-fiction unit 1:<br/>Recount of local walk/ library visit<br/>R - myself<br/>A - year 1 parents<br/>F - a recount<br/>T - year 1 local walk/ trip to the local library</p> | <p>Narrative unit 2: Meerkat Mail by Emily Gravett (postcard)<br/>R - myself<br/>A - meerkat - Sunny<br/>F - a postcard<br/>T - Manchester</p> <p>Non Fiction unit 2:<br/>labels and captions / fact file on Meerkats<br/>R - myself<br/>A - my teacher<br/>F - a fact file<br/>T - Meerkats (science link)</p> | <p>Narrative unit 3:<br/>The Tiger who Came to Tea by Judith Kerr<br/>story innovation<br/>R - myself<br/>A - the other year 1 class<br/>F - a journey tale<br/>T - Innovation of The Tiger who Came to Tea</p> <p>Non-Fiction unit 3:<br/>Instructions on how to make a sandwich<br/>R - myself<br/>A - Yr 1 friend<br/>F - a set of instructions<br/>T - Sandwiches</p> | <p>Poetry unit 2<br/>When I was One By A.A. Milne from 'Now we are Six' (Performance poetry)</p> <p>Narrative unit 4:<br/>Lost &amp; Found by Oliver Jeffers (postcard/ letter and story innovation)<br/>R - Penguin<br/>A - the Boy<br/>F - a letter<br/>T - the story 'Lost and Found'</p> <p>R - myself<br/>A - Miss Carty<br/>F - a lost and found tale<br/>T - innovation of the story 'Lost and Found'</p> <p>World book week text</p> | <p>Poetry unit 3:<br/>Monday's child (Poem)<br/>R - myself<br/>A - Mrs Bashir<br/>F - a poem<br/>T - Monday's child</p> <p>The Dinosaur who lost his Roar by Russell Punter</p> <p>Non-Fiction unit 4:<br/>Animal descriptions (Dragons and dinosaurs)<br/>R - myself<br/>A - Mr Reed<br/>F - a description<br/>T - a dinosaur</p> | <p>Narrative unit 6:<br/>The Rainbow fish by Marcus Pfister (character description and a story innovation)<br/>R - myself<br/>A - Yr 1 teacher<br/>F - a character description<br/>T - The Rainbow Fish</p> <p>R - myself<br/>A - Yr 2 teacher<br/>F - a story innovation<br/>T - The Rainbow Fish</p> <p>Non-fiction unit 5: Recount of farm visit<br/>R - myself<br/>A - parents<br/>F - a recount<br/>T - farm visit</p> |



| Year 2                       | <u>Aut 1</u><br>A Tale of Fear   | <u>Aut 2</u>  | <u>Spr 1</u>  | <u>Spr 2</u><br>A Warning Tale  | <u>Sum 1</u>  | <u>Sum 2</u><br>A Journey Tale  |
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|                              | <p>Poetry unit 1: Cats Sleep<br/>Anywhere by Eleanor Farjeon (Poem)<br/>R - myself<br/>A - a friend in yr 2<br/>F - poem<br/>T - Animals</p> <p>Narrative unit 1:<br/>Rainbow Fish to the Rescue by Marcus Pfister (focus on setting description and story innovation)<br/>R - myself<br/>A - old yr 1 teacher<br/>F - a setting description<br/>T - Rainbow Fish</p> <p>R - myself<br/>A - yr 2 teacher<br/>F - a narrative (a tale of fear)<br/>T - innovation of Rainbow Fish</p> <p>Non Fiction unit 1:<br/>Instructional text - How to make couscous<br/>R - myself<br/>A - parents<br/>F - instructions<br/>T - Couscous (DT link)</p> | <p>Narrative unit 2:<br/>The day the Crayons quit by Drew Daywalt (letter)<br/>R - the chair<br/>A - Yr 2 class<br/>F - a letter<br/>T - Chairs</p> <p>Non Fiction unit 2:<br/>Hot and Cold<br/>R - myself<br/>A - Geography lead<br/>F - a non-chron report<br/>T - Hot &amp; Cold (geog link)</p> <p><b>Assessment week:<br/>Short burst character description of a soft toy</b><br/>R - myself<br/>A - Yr 2 teacher<br/>F - a character description<br/>T - Soft toy</p> | <p>Narrative unit 3:<br/>The Twits by Roald Dahl (character description and letter)<br/>R - myself<br/>A - Yr 2 teacher<br/>F - a character description<br/>T - The Twits</p> <p>R - myself<br/>A - Mr/Mrs Twit<br/>F - a letter<br/>T - Twit's behaviour (S&amp;L - telephone conversation with the Twits)</p> <p>Non-fiction unit 3:<br/>Non-chron report on The Great Fire of London<br/>R - myself<br/>A - History Lead<br/>F - a non-chron report<br/>T - The Great Fire of London</p> | <p>Narrative unit 3:<br/>The Twits by Roald Dahl (narrative)<br/>R - myself<br/>A - Miss Carty<br/>F - a narrative (warning tale)<br/>T - innovation of The Twits</p> <p>World book week text</p> <p>Poetry unit 2: The Morning Rush by John Foster (Poem)<br/>R - myself<br/>A - Mrs Bashir<br/>F - a poem<br/>T - The morning</p> | <p>Poetry unit 3: Please Mrs Butler by Allan Ahlberg (Performance poetry) (S&amp;L - performance)</p> <p>Non-fiction unit 4:<br/>Recount of visit to Emmeline Pankhurst centre<br/>R - myself<br/>A - History Lead<br/>F - a recount<br/>T - visit to Emmeline Pankhurst centre</p> <p>Narrative unit 4:<br/>Flat Stanley African Safari by Jeff Brown (setting description)<br/>R - myself<br/>A - year 2 teacher<br/>F - a description of the African savanna<br/>T - African savanna</p> | <p>Narrative unit 4:<br/>Flat Stanley African Safari by Jeff Brown (narrative)<br/>R - myself<br/>A - new year 3 teacher<br/>F - a narrative (journey tale)<br/>T - innovation of Flat Stanley</p> <p>Refugee Week -<br/>The Journey by Francesca Sanna (letter)<br/>R - the Girl<br/>A - new children<br/>F - a letter<br/>T - A fresh start/ New beginnings (S&amp;L - hot-seating)</p> <p>Non-fiction unit 5:<br/>Recount of Lowry workshop<br/>R - myself<br/>A - Art/ DT lead<br/>F - a recount<br/>T - The Lowry workshop (S&amp;L - hot-seating)</p> |
| <b>Vocabulary (Yr 2 CEW)</b> | Most, after, only, water, cold, floor  | Everybody, children, behind, poor, class, move  | Mr, Mrs, because, find, both, even, steak   | Door, last, kind, who, every, again, would, told  | Could, many, plant, grass, beautiful, wild  | Hold, great, whole, break, pretty, fast, hour, improve  |

| Year 3                         | <u>Aut 1</u>  | <u>Aut 2</u><br>A Conquering the Monster Tale   | <u>Spr 1</u>   | <u>Spr 2</u><br>A Journey Tale  | <u>Sum 1</u>   | <u>Sum 2</u><br>A Conquering the Monster Tale  |
|--------------------------------|---|---|--|---|--|--|
|                                | <p>Poetry Unit 1: Chocolate Cake by Michael Rosen (Poem)<br/>R - myself<br/>A - Old yr 2 teacher<br/>F - a poem<br/>T - Food (S&amp;L - performing the poem)</p> <p>Narrative Unit 1: George's Marvellous medicine by Roald Dahl (character description of Grandma)<br/>R - myself<br/>A - Yr 3 teacher<br/>F - a character description<br/>T - Grandma</p> <p>Non-fiction unit 1: Instructions (on how to make a marvellous medicine)<br/>R - myself<br/>A - Yr 3 parents<br/>F - instructions<br/>T - Marvellous medicine</p> | <p>Narrative Unit 1: George's Marvellous medicine by Roald Dahl (setting description of George's kitchen and a narrative)<br/>R - myself<br/>A - Yr 3 teacher<br/>F - a setting description<br/>T - Grandma's kitchen</p> <p>R - myself<br/>A - year 3 teacher<br/>F - a narrative (conquering the monster tale)<br/>T - innovation of George's Marvellous Medicine</p> <p>Non-fiction unit 2: Non-chron report on natural disasters<br/>R - myself<br/>A - Geography Lead<br/>F - a non-chron report<br/>T - Natural Disasters</p> | <p>Non-fiction unit 3: Non-chron report on Ancient Egypt<br/>R - myself<br/>A - History Lead<br/>F - non-chron report<br/>T - Ancient Egypt</p> <p>Narrative unit 2: The Butterfly Lion by Michael Morpurgo (setting description) (diary entry) (persuasive letter on the white lion)<br/>R - myself<br/>A - other yr 3 class<br/>F - a setting description<br/>T - setting in Africa</p> <p>R - Bertie<br/>A - yourself<br/>F - a diary<br/>T - your day (S&amp;L hot-seating Bertie)</p> <p>R - myself<br/>A - the Circus<br/>F - a persuasive letter<br/>T - telling the Circus to stop using animals</p> | <p>Narrative unit 2: The Butterfly Lion by Michael Morpurgo (narrative)<br/>R - myself<br/>A - Mrs Bashir<br/>F - a narrative (a journey tale)<br/>T - innovation of The Butterfly Lion</p> <p>Poetry unit 2: The Sound Collector by Roger McGough (performance poetry) (S&amp;L - performing the poem)</p> <p>World book week text</p> | <p>Poetry unit 3: The Coming of the Iron Man by Brenda Williams (Poem)<br/>R - myself<br/>A - Mrs Bashir<br/>F - a poem<br/>T - The Iron Man</p> <p>Narrative unit 3: The Iron Man by Ted Hughes (character description and diary entry)<br/>R - myself<br/>A - Mr Mulvany<br/>F - a character description<br/>T - The Iron Man</p> <p>R - Hogarth<br/>A - yourself<br/>F - a diary<br/>T - your day (S&amp;L hot-seating Hogarth)</p> | <p>Narrative unit 3: The Iron Man by Ted Hughes (narrative)<br/>R - the author Ted Hughes<br/>A - yr 3 children<br/>F - a narrative (a conquering the monster tale)<br/>T - innovation of The Iron Man</p> <p>(Can we use the Manor House as a model text?)<br/><a href="https://www.talk4writing.com/wp-content/uploads/2019/03/The-Manor-House.pdf">https://www.talk4writing.com/wp-content/uploads/2019/03/The-Manor-House.pdf</a></p> <p>Refugee Week text</p> <p>Non-fiction unit 4: Non-chron report on Russia<br/>R - myself<br/>A - Geography Lead<br/>F - non-chron report<br/>T - Russia</p> |
| <b>Vocabulary (Yr 3/4 CEW)</b> | Appear, caught, complete, describe, difficult, different, favourite, woman  | Probably, continue, remember, separate, enough, surprise, weight, consider  | Accident(ally), actual(ly), address, answer, arrive, believe, build, centre  | Heard, important, minute, often, special, straight, strange, therefore, thought, through  | Pressure, promise, question, strength, possible, disappear, extreme, guard, decide, heart  | Early, experience, forward, certain, imagine, increase, height, suppose, notice, various   |

| Year 4  | <u>Aut 1</u>  | <u>Aut 2</u><br>A Wishing Tale   | <u>Spr 1</u>   | <u>Spr 2</u><br>A Meeting Tale  | <u>Sum 1</u>  | <u>Sum 2</u><br>A Journey tale  |
|---|---|--|--|---|---|---|
| <p>We are writing to entertain, inform and persuade</p> <p>Diar x3 - to inform<br/>Non chron report x1 - to inform</p> <p>Instructions x1 - to inform<br/>Letter x1 -to inform<br/>Narrative x5 - to entertain<br/>Poem x2 - to entertain</p> | <p>Poetry unit 1 - <i>The Door</i> by Miroslav Holub (Poem)<br/>R - myself<br/>A - other year 4 class<br/>F - a poem<br/>T - The Door<br/>(S&amp;L performance)</p> <p>Narrative unit 1: <i>The Firework Maker's Daughter</i> by Philip Pullman<br/>(short burst volcano description, set of instructions on how to make fireworks, short burst diary entry from the fire fiend encounter)<br/>R - myself<br/>A - old yr 3 teacher<br/>F - a setting description<br/>T - A Volcano</p> <p>Non-Fiction unit 1:<br/>R - myself<br/>A - Yr 4 teacher<br/>F - instructions<br/>T - Fireworks</p> <p>R - Lena<br/>A - herself<br/>F - a diary<br/>T - fire fiend encounter<br/>(S&amp;L hot-seating)</p> | <p>Narrative unit 2: <i>Coming home</i> by Michael Morpurgo (narrative)<br/>R - Michael Morpurgo<br/>A - Yr 4 children<br/>F - a narrative (a wishing tale)<br/>T - Innovation of Coming Home story</p> <p>Poetry unit 2 - <i>This is the place</i> by Tony Walsh (extract) (Poem)<br/>R - myself<br/>A - Yr 4 parents<br/>F - a poem<br/>T - Manchester/ MCPA<br/>(S&amp;L performance)</p> | <p>Narrative unit 3: <i>Stig of the Dump</i> by Clive King (setting description, diary and a letter)<br/>R - myself<br/>A - Yr 4 teacher<br/>F - a setting description<br/>T - The chalk pit</p> <p>R - Barney<br/>A - himself<br/>F - a diary entry<br/>T - his day (when he fell into the pit and met Stig for the first time - chpt 1)<br/>(S&amp;L hot-seating Barney)</p> <p>Non-Fiction unit 2:<br/>R - myself<br/>A - Mr Reed<br/>F - a letter<br/>T - To inform about fox hunting - 'For' and 'Against' arguments (end of chpt 4)<br/>(S&amp;L class debate)</p> | <p>Narrative unit 3: <i>Stig of the Dump</i> by Clive King (narrative)<br/>R - myself<br/>A - Mr Mulvany<br/>F - a narrative (a meeting tale)<br/>T - Innovation of Stig of the Dump story</p> <p>Non Fiction unit 3:<br/>Non-chron report on <i>The Vikings</i><br/>R - myself<br/>A - History Lead<br/>F - a non-chron report<br/>T - The Vikings</p> <p>World book week text</p> | <p>Narrative unit 4: <i>The Boy at the back of the class</i> by Onjali Q. Raúf (diary entry and persuasive letter)<br/>R - a child in the story<br/>A - yourself<br/>F - a diary entry<br/>T - my day in school when Ahmet arrives for the first time<br/>(S&amp;L hot-seating the child)</p> <p>Non-fiction unit 4: letter<br/>R - myself<br/>A - The King<br/>F - a persuasive letter<br/>T - Persuading the King to keep the borders open for the refugees</p> | <p>Narrative unit 4: <i>The Boy at the back of the class</i> by Onjali Q. Raúf (a complete journey tale)<br/>R - yourself<br/>A - new year 5 teacher<br/>F - a narrative (a journey tale)<br/>T - Refugees/ New beginnings/ Fresh starts</p> <p>Poetry unit 3 - <i>Macavity: The Mystery Cat</i> by T.S. Eliot (Performance poetry) (S&amp;L performance)</p> |
| <b>Vocabulary</b><br>(Yr 3/4 CEW)   | Breathe, circle, earth, experiment, history, material, natural, century   | Position, recent, regular, reign, though, although + 2more appear, continue  | Breath, bicycle, busy/ business, earth, exercise, February, fruit, history + 1more enough  | Famous, opposite, ordinary, peculiar, perhaps + 5more appear, remember, build, caught, different  | Grammar, group, guide, interest, knowledge, island, learn, naughty, length, library   | Sentence, medicine, mention, occasion(ally), particular, popular, possess(ion), potatoes, purpose, quarter  |

| Year 5                             | <u>Aut 1</u>   | <u>Aut 2</u><br>A Character Flaw Tale   | <u>Spr 1</u>  | <u>Spr 2</u>   | <u>Sum 1</u><br>A Rags to Riches Tale   | <u>Sum 2</u><br>A Journey Tale   |
|------------------------------------|--|---|---|--|---|--|
|                                    | <p>Poetry unit 1:<br/>Jabberwocky by Lewis Carroll (performance poetry)<br/>(S&amp;L performance)</p> <p>Narrative Unit 1:<br/>Pig Heart Boy by Malorie Blackman (diary, and Argument)<br/>R - Cameron<br/>A - himself<br/>F - a diary entry<br/>T - about his day at the swimming pool (chpt 1&amp;2)<br/>(S&amp;L hot-seating Cameron)</p> <p><i>Non-fiction unit 1:</i><br/>R - myself<br/>A - Yr 4 teacher<br/>F - an argument<br/>T - Arguments 'For' and 'Against' Cameron having a pig's heart transplant (check <a href="https://roseberryacademy.org/blog/2020-11-13-15-55-43-pig-heart-boy">https://roseberryacademy.org/blog/2020-11-13-15-55-43-pig-heart-boy</a> )<br/>(S&amp;L class debate and conscious alley)</p> | <p>Narrative Unit 2:<br/>A Christmas Carol by Charles Dickens<br/>Character description and Letter to persuade Scrooge to change his way and a narrative</p> <p>R - myself<br/>A - class teacher<br/>F - a character description<br/>T - Scrooge</p> <p>R - Bob Crachit<br/>A - Scrooge<br/>F - a letter<br/>T - Scrooge's behaviour</p> <p>R - myself<br/>A - the other year 5 class<br/>F - a narrative (a character flaw tale)<br/>T - retelling of A Christmas Carol or another ghost story</p> <p><i>Writing competition - Argument (about Scrooge's character)</i><br/>R - myself<br/>A - Mr Mulvany<br/>F - an argument<br/>T - Arguments 'For' and 'Against' Scrooge's character - Good or bad?</p> | <p>Poetry unit 2 - The Tyger by William Blake (performance poetry)</p> <p>Narrative unit 3:<br/>Kensuke's Kingdom by Michael Morpurgo (diary entry)</p> <p>R - Michael<br/>A - himself<br/>F - a diary entry<br/>T - his journey so far (places they've explored: chapter 3)</p> <p><i>Non-fiction unit 2:<br/>Travel brochure on Australia (persuasive language)</i></p> | <p>Narrative Unit 4: Street Child by Berlie Doherty<br/><i>Non-fiction unit 3:<br/>(instructions on how to survive the streets)</i><br/>R - myself<br/>A - Mr Mulvany<br/>F - instructions<br/>T - how to survive on the streets/ the workhouses</p> <p>World book week text</p> <p><i>Non-fiction unit 4:<br/>Assessment week:<br/>Assessment piece - Argument: Should workhouses exist?</i><br/>R - myself<br/>A - class teacher<br/>F - an argument<br/>T - For and Against arguments on 'Should workhouses exist?'</p> <p>Poetry unit 3 - If by Rudyard Kipling<br/>Poem<br/>R - myself<br/>A - yr 5 parents<br/>F - a poem<br/>T - Aspirations (based on the poem 'If')</p> | <p>Narrative Unit 4:<br/>Street Child by Berlie Doherty (narrative)</p> <p>R - myself<br/>A - the other year 5 class<br/>F - a narrative (a rags to riches tale)<br/>T - a rags to riches tale (innovation of Street Child)</p> | <p>Narrative Unit 5: Malala (non-chron report and narrative)</p> <p>R - myself<br/>A - new yr 6 teacher<br/>F - a narrative (a journey tale)<br/>T - story ideas of your own choice</p> <p><i>Non-fiction unit 5: Non-chron report</i><br/>R - myself<br/>A - Geog Lead<br/>F - a non-chron report<br/>T - Rivers</p> <p><i>Writing competition -</i><br/>R - myself<br/>A - Mr Reed<br/>F - a letter<br/>T - the power and importance of girls' education</p> |
| <b>Vocabulary<br/>(Yr 5/6 CEW)</b> | Accompany, temperature, competition, conscious, convenience, foreign, language, interrupt, muscle, rhythm  | Recognise, identify, mischievous, communicate, determined, especially, + 4 yr 4 CEW - appear, believe, arrive, decide   | Average, familiar, forty, lightning, marvellous, mischievous, sufficient, + 3 yr 4 CEW - question, thought, possible  | Embarrass, neighbour, occur, symbol, queue, system, + 4 yr 4 CEW - difficult, certain, extreme, favourite  | Achieve, aggressive, appreciate, available, communicate, determined, environment + 3 yr 4 CEW - straight, thought, probably   | Government, language, dictionary, frequently, guarantee, hindrance, profession, vehicle + 2 yr 4 CEW - remember, separate  |

| Year 6                          | Aut 1  | Aut 2   | Spr 1  | Spr 2  | Sum 1  | Sum 2   |
|---------------------------------|--|---|--|--|--|---|
|                                 | <p>Narrative unit 1: Letters from the lighthouse by Emma Carroll<br/>Diary entry</p> <p>R - Cliff<br/>A - himself<br/>F - a diary entry<br/>T - impression of being an evacuee</p> <p>Letter: from Olive to mum<br/>R - Olive<br/>A -Mum<br/>F - a letter<br/>T - her first few days at the Lighthouse</p> <p>Non Fiction unit 1: Instructions on how to be the perfect evacuee<br/>R - a child<br/>A - children being evacuated<br/>F - Instructions<br/>T - How to be the perfect evacuee</p> <p>Poetry unit 1: Dulce et Decorum Est by Wilfred Owen</p> | <p>Narrative unit 1: Letters from the lighthouse by Emma Carroll<br/>(narrative) - alternate ending to Ch.<br/>R - Emma Carroll<br/>A - Year 6 children<br/>F - a narrative<br/>T - Letters from the Lighthouse alternative ending</p> <p>Balanced argument: should parents send their children to the countryside or not?<br/>R - themselves<br/>A - Parents during WW2<br/>F - balanced argument<br/>T - should parents send their children to the countryside or not?</p> <p>Persuasive brochure (CC Link)</p> | <p>Narrative unit 2: Holes by Louis Sachar<br/>(Letter - from Stanley to his mum)<br/>R - Stanley<br/>A - his mum<br/>F - a letter<br/>T - first impressions of CGL</p> <p>Non-Fiction Unit 3: Persuasive brochure on Camp Green Lake<br/>R - Camp Green Lake employee<br/>A - parents of difficult boys<br/>F - persuasive brochure<br/>T - come to Camp Green Lake</p> <p>2x short bursts:<br/>1) Advert for Camp Green Lake<br/>2) Online review</p> <p>1.R - Camp Green Lake member of staff<br/>A - Parents with naughty boys / naughty boys themselves<br/>F - an advert<br/>T - Camp Green Lake is the place for you!</p> <p>2.R - Parent of ex-camper<br/>A - online community<br/>F - a review<br/>T - was CGL as expected?</p> | <p>Narrative unit 3: Macbeth by William Shakespeare<br/>diary entry: Macbeth point of view<br/>R - Macbeth<br/>A - himself<br/>F - a diary entry<br/>T - expressing M's thoughts after hearing the prophecies</p> <p>Balanced argument: Was Lady Macbeth really to blame?<br/>R - themselves<br/>A - Mr Reed<br/>F - balanced argument<br/>T - Is LM a good or evil character?</p> <p>Letter: Lady Macbeth's response to news of prophecies<br/>R - Lady Macbeth<br/>A - Macbeth<br/>F - letter<br/>T - response to the news of prophecies</p> <p>Poetry unit 2 - Fire burn and cauldron bubble by William Shakespeare</p> <p>World book week text</p> | <p>Narrative unit 4: Alma (narrative)<br/>R - themselves<br/>A - Mrs Bashir<br/>F - a narrative<br/>T - the story of Alma with alternative ending</p> <p>Non-Fiction Unit 4: Instructions on how to pass your SATs<br/>R - themselves<br/>A -new to Y6 children<br/>F - instructions<br/>T - How to pass your SATs</p> | <p>Narrative unit 5: The Final Year by Matt Goodfellow<br/>R - myself<br/>A - a year 6 child<br/>F - a letter<br/>T - advice on how to cope with the transition to yr 7</p> <p>R - myself<br/>A - year 5 pupils<br/>F - a poem<br/>T - transition</p> <p>Poetry unit 3: The Highwayman by Alfred Noyer</p> <p>Refugee Week text</p> |
| <b>Vocabulary (Yr 5/ 6 CEW)</b> | Soldier, sacrifice, identity, disastrous, desperate, aggressive, bruise, cemetery, community, leisure, communicate, occupy   | Necessary, nuisance, opportunity, relevant, variety, guarantee, suggest, recommend, equipped, persuade, according   | Appreciate, equipped, correspond, available, awkward, criticise, stomach, programme, guarantee, committee, excellent, environment  | Conscience, controversy, thorough, hindrance, desperate, immediate, suggest, according, sincere, harass, accommodate   | Awkward, ancient, apparent, attached, especially, achieve, a,ateur, explanation, curiosity, definite, existence  | Individual, determined, exaggerate, system, prejudice, privilege, interfere, develop, frequently, physical  |