

Writing Curriculum map 2023-2024

Nursery	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
<p>Poem/song or nursery rhyme to learn over the course of the half term</p>	<p><i>If you're happy and you know it clap your hands</i></p>	<p><i>Twinkle twinkle little star</i></p>	<p><i>Rain rain go away</i></p>	<p><i>All About Me poem</i></p>	<p><i>The wheels on the bus go round and round</i></p>	<p><i>Creepy Crawly poem</i></p>
<p>1. T4W -Modern Classics/Well loved stories (2 week)</p>						
<p>2. Traditional Tale (3 weeks)</p>						
<p>3. Diversity & Inclusion Book (1 week)</p>						

Nursery

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, m which are correctly formed (u mnemonics of RWI phonics e. 'maisie mountain mountain')</p> <p>Write my first name which can be recognised.</p> <p>Begin to hear set 1 sounds in word and segment for spelling magnetic letters and boards e c-a-t.</p> <p>Create a story map using picture and initial and final sounds in</p>

Reception	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
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<p>1. Rehearse and perform poem & rhyming work (1 week)</p>	<p><i>I look In the Mirror poem</i></p>	<p><i>Animal Homes Poem</i></p>	<p><i>Goldilocks and the Three Bears Rap</i></p>	<p><i>World Book Week theme text</i></p>	<p><i>The Three Pigs Rap</i></p>	<p><i>At the Bottom of the Garden (twinkl)</i></p>
<p>2. T4W - Modern Classics/ Well loved stories (2 weeks)</p> <p>Story map & retell</p>	 <p><i>Writing - Draw a story map and label</i></p>	 <p><i>Writing - character descriptions/captions</i></p>	 <p><i>Writing - captions</i></p>	 <p><i>Writing - character description and retell/innovate story to a snowman</i></p>	 <p><i>Writing - character descriptions/speech bubbles and retell/innovate story</i></p>	 <p><i>Writing - character descriptions/speech bubbles and retell/innovate story</i></p>
<p>3. T4W - Modern Classics/Well loved stories (2 weeks)</p> <p>Create non-fiction piece of writing</p>	 <p><i>Writing - labels</i></p>	 <p><i>Missing poster for the owl mum</i></p>	 <p><i>Draw and write about their own favourite toy 'A pink doll' etc</i></p>	 <p><i>Writing - A Shopping List</i></p>	 <p><i>Writing - Instructions of how to grow a turnip</i></p>	
<p>4. 1 week on Creative writing - using story dices</p>						
<p>Diversity & Inclusion Book (end of day storytimes)</p>						

Reception

Aut 1

Aut 2

Spr 1

Spr 2

Sum 1

Sum 2

<p>Develop ability to use a static tripod grasp comfortably.</p> <p>Write recognisable letters, some of which are correctly formed (pre-cursive).</p> <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>Consistently use a static tripod grasp.</p> <p>Write recognisable letters, most of which are correctly formed (pre-cursive).</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>Form lower-case letters correctly (pre-cursive).</p> <p>Write simple phrases and sentences that can be read by others (caption).</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 My dog It is a fox I can hop</p>	<p>Form some capital letters correctly (pre-cursive).</p> <p>Write simple phrases and sentences that can be read by others demonstrating accuracy of segmenting.</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. I went swimming I made a ring. I have two legs.</p>	<p>Form lower-case (pre-cursive) and capital letters correctly.</p> <p>Demonstrate accuracy of ascending and descending letters.</p> <p>Demonstrate appropriate size 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>Begin developing a dynamic tripod grasp.</p> <p>Demonstrate fluent handwriting using the tripod grip, which are correctly formed, size appropriate, sat on the line accurately and showing accuracy of ascending and descending letters.</p> <p>Write 4 or 5 sentences 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 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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- 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

	<u>Aut 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum 2</u>
<p>Year 1</p> <p>We are writing to entertain and inform</p> <p>Recount x2 - to inform Letter/ postcard x2 -to inform Instructions x1 - to inform Labels & captions x1 - to inform</p> <p>Labels & captions x1 - to entertain Narrative x4 - to entertain Poem x2 - to entertain</p>	<p>Narrative unit 1: Beegu by Alexis Deacon (<i>description and labels and captions</i>)</p> <p>Poetry unit 1: If you should meet a crocodile by Christine Fletcher (<i>Poem</i>)</p>	<p>Narrative unit 2: Meerkat Mail by Emily Gravett (<i>postcard</i>)</p> <p>Non Fiction unit 1: on <i>labels and captions / fact file on Toys</i></p>	<p>Narrative unit 3: The Tiger who Came to Tea by Judith Kerr (<i>recount</i>) <i>Story retell</i></p> <p>Poetry unit 2: When I was One By A.A. Milne from 'Now we are Six' (<i>Poem</i>)</p>	<p>Narrative unit 4: Lost & Found by Oliver Jeffers (<i>postcard</i>)</p> <p>Non-Fiction unit 2: <i>Instructions on how to make a sandwich</i></p>	<p>Narrative unit 5: The Dinosaur who lost his Roar by Russell Punter (<i>story retell</i>)</p> <p>Poetry unit 3: Monday's child</p>	<p>Narrative unit 6: The Rainbow fish by Marcus Pfister (<i>character description</i>)</p> <p>Non-Fiction unit 3: <i>Recount of farm visit</i></p>
<p>Year 2</p> <p>We are writing to entertain and inform</p> <p>Recount x2 - to inform Non chron report x3 - to inform Instructions x1 - to inform Letter x2 -to inform</p> <p>Narrative x4 - to entertain Poem x2 - to entertain</p>	<p>Narrative unit 1: Rainbow Fish to the Rescue by Marcus Pfister (<i>character description and recount</i>)</p> <p>Non Fiction unit 1: <i>Instructional text - How to find buried treasure</i></p> <p>Poetry unit 1: Cats Sleep Anywhere by Eleanor Farjeon (<i>Poem</i>)</p>	<p>Narrative unit 2: The day the Crayons quit by Drew Daywalt (<i>letter</i>)</p> <p>Non Fiction unit 2: <i>Non-chron report on Hot and Cold</i></p>	<p>Narrative unit 3: Flat Stanley African Safari by Jeff Brown (<i>setting description and story ending</i>)</p> <p>Non-fiction unit 3: <i>Non-chron report on The Gunpowder Plot</i></p>	<p>Narrative unit 4: The Twits by Roald Dahl (<i>character description/ letter</i>)</p> <p>Poetry unit 2: The Morning Rush by John Foster (<i>Poem</i>)</p>	<p>Narrative unit 4: The Twits by Roald Dahl (<i>complete story</i>)</p> <p>Non-fiction unit 4: <i>Recount of trip</i></p>	<p>Non-fiction unit 4: <i>Non-chronological report on Arctic animals/ Polar regions</i></p> <p>Poetry unit 3: Please Mrs Butler by Allan Ahlberg</p>

Year 3

We are writing to entertain, inform and persuade

Diary x2 - to inform

Non chron report x2 - to inform

Instructions x1 - to inform

Letter x1 -to inform

Narrative x4 - to entertain

Poem x2 - to entertain

Advertising x1 - to persuade

Poetry Unit 1:
Chocolate Cake by
Michael Rosen (Poem)

Narrative Unit 1:
George's Marvellous
medicine by Roald
Dahl (short burst
description of George,
character description
of Grandma (hot)

Vocab:
Appear
Believe
Breath
Breathe
Centre
Certain
Complete
Different
Difficult
Disappear
Early
Enough
Exercise
Extreme
Favourite
February
Fruit
Grammar
Heard
Heart
Height
Important
Interest
Medicine
Particular
Peculiar
Popular
Woman

Narrative Unit 1:
George's Marvellous
medicine by Roald
Dahl (setting
description of
George's kitchen-hot)

Non-fiction unit 1:
Instructions (on how
to make a marvellous
medicine)

Non-fiction unit 2:
Non-chron report on
natural disasters

Vocab:
Certain
Complete
Different
Disappear
Enough
Extreme
Favourite
Heart
Important
Medicine
Minute
Natural
Particular
Peculiar
Popular
Remember
Separate
Special
Various
Weight

Non-fiction unit 3:
Non chron report on
Ancient Egypt

Narrative unit 2:
The Butterfly Lion by
Michael Morpurgo
(setting description)
(diary entry)
(persuasive advert on
the white lion)

Vocab:
Answer
Appear
Arrive
Believe
Breath
Breathe
Caught
Centre
Certain
Circle
Continue
Decide
Different
Difficult
Disappear
Early
Earth
Enough
Exercise
Extreme
Forward(s)
Guard
Heard
Imagine
Minute
Natural
Position
Regular
Special
Surprise

Narrative unit 2:
The Butterfly Lion by
Michael Morpurgo
(complete story)

Poetry unit 2: The
Sound Collector by
Roger McGough

Poetry unit 3: The
Coming of the Iron
Man by Brenda
Williams (Poem)

Narrative unit 3:
The Iron Man by Ted
Hughes (diary entry
and letter)

Vocab:
Different
Early
Earth
Eight/eighth
Guard
Ordinary
Peculiar
Question
Strange
Strength
Therefore
Thought/although
Thought
Through
Weight

Narrative unit 3:
The Iron Man by Ted
Hughes

<p>Year 4</p> <p>We are writing to entertain, inform and persuade</p> <p>Diary x2 - to inform Non chron report x2 - to inform</p> <p>Instructions x1 - to inform Letter x1 -to inform</p> <p>Narrative x5 - to entertain Poem x2 - to entertain</p> <p>Letter x2 - to persuade</p>	<p>Poetry unit 1 - The Door by Miroslav Holub (Poem)</p> <p>Narrative unit 1: The Firework Maker's Daughter by Philip Pullman (short burst volcano description, set of instructions on how to make fireworks, short burst diary entry from the fire fiend encounter)</p> <p>Vocab: Believe Breath Extreme Heard Imagine Pressure Strength</p>	<p>Poetry unit 2 - This is the place by Tony Walsh (Poem)</p> <p>Narrative unit 2: Coming home by Michael Morpurgo (story ending)</p> <p>Non-Fiction unit 1: Non chron report on Manchester</p> <p>Vocab: Different History Famous Favourite Library Popular Quarter Regular Various</p>	<p>Non-fiction unit 2: Non-chron report on whales</p> <p>Narrative unit 3: Why the Whales Came by Michael Morpurgo (letter, short burst setting description)</p>	<p>Narrative unit 3: Why the Whales Came by Michael Morpurgo (dialogue, resolution and story ending)</p> <p>Non Fiction unit 3: Persuasive letter about protecting whales</p> <p>Vocab: Appear Believe Different Breath Caught Century Complete Consider Continue Different Difficult Disappear Extreme Forward Imagine Increase Important Notice Position Possible Probably</p>	<p>Poetry unit 3 - Macavity: The Mystery Cat by T.S. Eliot</p> <p>Narrative unit 4: The Boy at the back of the class by Onjali Q. Raúf (diary entry and persuasive letter)</p> <p>Vocab: Arrive Believe Different Difficult Experience Favourite Heart Imagine Important Learn Peculiar Position Question Remember Special Strange</p>	<p>Narrative unit 4: The Boy at the back of the class by Onjali Q. Raúf (a complete journey tale)</p>
<p>Year 5</p> <p>We are writing to entertain, inform, discuss and persuade</p> <p>Diary x3 - to inform Non chron report x2 - to inform</p> <p>Instructions x1 - to inform Letter x1 -to inform</p> <p>Narrative x3 - to entertain</p>	<p>Narrative Unit 1: Five on a Treasure Island by Enid Blyton (story opening and build up of a journey tale & dialogue)</p> <p>Poetry unit 1: Jabberwocky by Lewis Carroll</p>	<p>Narrative Unit 2: A Christmas Carol by Charles Dickens Argument (about Scrooge's character) (diary entry) Letter to persuade Scrooge to change his way</p>	<p>Poetry unit 2 - The Tyger by William Blake</p> <p>Narrative Unit 3: Street Child by Berlie Doherty (diary entry & a letter)</p>	<p>Narrative Unit 3: Street Child by Berlie Doherty Non-fiction unit 1: (instructions on how to survive the workhouses)</p> <p>Non-fiction unit 2: Non-chron report on the workhouses</p>	<p>Poetry unit 3 - If by Rudyard Kipling (Poem)</p> <p>Narrative unit 4: Kensuke's Kingdom by Michael Morpurgo (diary entry)</p> <p>Non-fiction unit 3: Non-chron report on Mountains & rivers</p>	<p>Narrative unit 4: Kensuke's Kingdom by Michael Morpurgo (complete story)</p>

<p>Poem x1 - to entertain</p> <p>Letter x1 - to persuade</p> <p>Argument x1 - to discuss</p>					<p>Vocab: Marvellous Apparent Available Excellent Especially Determined Opportunity Yacht Temperature Recommend</p>	
<p>Year 6</p> <p>We are writing to entertain, inform, discuss and persuade</p> <p>Diary x2 - to inform Non chron report x2 - to inform</p> <p>Instructions x1 - to inform Letter x1 -to inform</p> <p>Narrative x2 - to entertain Poem x1 - to entertain</p> <p>Leaflet x1 - to persuade Letter x1 - to persuade</p> <p>Argument x1 - to discuss</p>	<p>Narrative unit 1: Letters from the lighthouse by Emma Carroll</p> <p>Non Fiction unit 1: Instructions on how to be the perfect evacuee</p> <p>Non Fiction unit 2: Non Chron report on WW1</p> <p>Poetry unit 1: Dulce et Decorum Est by Wilfred Owen (poem)</p> <p>Vocab: Soldier Sacrifice Identity Disastrous Desperate Aggressive Bruise Cemetery Community</p>	<p>Narrative unit 1: Letters from the lighthouse by Emma Carroll (setting and character descriptions, diary entry, end of a story)</p>	<p>Narrative unit 2: Holes by Louis Sachar (Letter - from Stanley to his mum)</p> <p>Non-Fiction Unit 3: Persuasive leaflet on Camp Green Lake</p> <p>Vocab: Environment Temperature Accommodate According Appreciate Available Awkward Community Competition Desperate Determined Frequently Individual Leisure Nuisance Opportunity Recommend Guarantee Recognise</p>	<p>Narrative unit 3: Macbeth by William Shakespeare (diary entry) (argument- Was Lady Macbeth really to blame?)</p> <p>Poetry unit 2 - Fire burn and cauldron bubble by William Shakespeare</p> <p>Vocab: According Achieve Aggressive Apparent Available Conscience Convenience Criticise Desperate Determined Disastrous Existence Guarantee Identity Occupy Opportunity Persuade Recognise Sacrifice</p>	<p>Narrative unit 4: The Explorer by Katherine Rundell (story opening and build up)</p> <p>Letter x1 - to persuade</p> <p>Poetry unit 3: The Highwayman by Alfred Noyer</p>	<p>Narrative unit 4: The Explorer by Katherine Rundell</p> <p>Non Fiction unit 4: Non chron report on Biomes</p>

Poetry Progression

<u>EYFS</u>	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
<p>Listen to and learn nursery rhymes off by heart.</p> <p>Perform nursery rhymes with actions and expressions.</p> <p><i>Listen to a range of poems.</i></p> <p><i>Perform rhythmic poems and poems with rhyme with actions.</i></p>	<p>Read, listen to and discuss poems that follow a pattern, including ones with no rhyme.</p> <p>Perform poems with repeated phrases, create and include actions. Learn a poem by heart.</p> <p>Write a poem.</p>	<p>Read, listen to and express views on different poems (including narrative and descriptive poems)</p> <p>Write a poem using similes, alliteration and onomatopoeia.</p> <p>Create your own blackout poem.</p> <p>Learn poems by heart, using intonation, tone, volume and action.</p>	<p>Write similes, metaphors, personification and onomatopoeia.</p> <p>Read, listen to and express views on a range of contemporary and classical poems.</p> <p>Perform poems with intonation, tone, volume, pace and delivery, learning a wider range of poetry by heart. Ensure meaning is clear to the audience.</p>

Narrative poetry is a form of poetry that tells a story, often using the voices of both a narrator and characters; the entire story is usually written in metered verse. Narrative poems do not need to rhyme. The poems that make up this genre may be short or long

Modern **lyric poetry** is a formal type of poetry which expresses personal emotions or feelings, typically spoken in the first person.

A **descriptive poem** is one that mainly describes the subject — whether it be a person, an animal, or an inanimate object — often in great detail, rather than telling a story or expressing one's feelings.

Nonsense poetry, or nonsense verse, can be found throughout children's nursery rhymes, **limericks**, and even old Anglo-Saxon **riddles**. Nonsense poetry refers to any sort of poetry that is nonsensical in nature, be it that some of the words are made up and meaningless or that the words exist but make little sense in the context they are used in. Often nonsense poetry is lighthearted and has a simple rhyming scheme to it. Most nonsensical poems were written to entertain and amuse children, such as the verses found in children's nursery rhymes.

Sonnet - A 14-line poem with a variable rhyme scheme

A **Rhyming Couplet** is two line of the same length that rhyme and complete one thought. There is no limit to the length of the lines. Rhyming words are words that sound the same when spoken, they don't necessarily have to be spelt the same.

Yr 1, 2	Poems with repeated phrases, poems with rhyming words
Yr 3,4	Narrative poems, Lyric poems and Descriptive poems
Yr 5,6	Rhyming couplets, Nonsense poems, Narrative poems, Sonnet and Lyric poems.

Learn off by heart:

EYFS	Nursery rhymes
Yr 1	If you should meet a crocodile by Christine Fletcher Monday's child
2	Cats Sleep Anywhere by Eleanor Farjeon Please Mrs Butler by Allan Ahlberg
3	Chocolate Cake by Michael Rosen The Sound Collector by Roger McGough
4	Macavity: The Mystery Cat by T.S. Eliot The Door by Miroslav Holub
5	Jabberwocky by Lewis Carroll The Tyger by William Blake
6	Fire burn and cauldron bubble by William Shakespeare The Highwayman by Alfred Noyer