



Writing Curriculum Text Overview

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Fiction Texts: Bringing the Rain to Kapiti Plain, Super Milly and The Super School Day	Fiction Texts: Naughty Bus, The Night Pirates	Fiction Texts: Look Up, Astro Girl, How The Stars Came to be Non-Fiction Texts: Space	Fiction Texts: The Tiny Seed, The Enormous Turnip, The Extraordinary Gardener Non-Fiction Texts: Farming & Food	Fiction Texts: The Queens Hat, So Much! Non-Fiction Texts: Kings and Queens	Fiction Texts: Little Red, The Magic Paintbrush Poetry: Nonsense Poetry
Year 1	Fiction Text: Man on The Moon Fiction Text: Beegu	Fiction Text: The Dark Fiction Text: The Snail and The Whale	Non-Fiction Text: One day on our blue planet...	Fiction Text: Wild Fiction Text: Where The Wild Things Are	Fiction Text: The See Saw Fiction Text: Lost and Found	Fiction Text: The Story Tree Poetry: Poems to perform
Year 2	Non-Fiction Text: A Walk in London Fiction Text: Rosie Revere – Engineer	Fiction Text: The Jolly Postman	Fiction Text: We are Water Protectors	Fiction Text: How to Find Gold Poetry: The Puffin Book of First Poems	Fiction Text: The Bear and The Piano Poetry: Riddles	Fiction Text: Zeraffa Giraffa Fiction Text: The Storm Whale
Year 3	Fiction Text: Leon and The Place Between	Fiction Text: Ug, Boy Genius of the Stone Age	Fiction Text: The Lost Happy Endings	Non-Fiction Text: The Story of Tutankhamun	Non-Fiction Text: The Pebble in my Pocket	Fiction Text: Flotsam



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		Fiction Text: The Tin Forest		Fiction Text: The Last Garde		Poetry: A Nest Full of Stars
Year 4	Fiction Text: Tar Beach Fiction Text: Varmints	Fiction Text: FARThER Fiction Text: The Iron Man Poetry: The Puffin Book of Utterly Brilliant Poetry	Fiction Text: Cinnamon Fiction Text: Frindleswylde	Fiction Text: The Lion and The Unicorn Non-Fiction Text: Zoo Poetry: I am the seed that grew the tree	Fiction Text: The Baker By The Sea Non-Fiction Text: Shackleton's Journey	Fiction Text: The Miraculous Journey of Edward Tulane
Year 5	Fiction Text: The Adventures of Odysseus	Fiction Text: Floodland	Fiction Text: Robot Girl Fiction Text: The Man who walked between the towers	Poetry: The Highway Man Poetry: The Jabberwocky	Film Unit Dream Giver Fiction Text: Macbeth	Fiction Text: The Sleeper and The Spindle Fiction Text: Firebird
Year 6	Fiction Text: The Arrival Fiction Text: Windrush Child	Fiction Text: Suffragette: The Battle for Equality Fiction Text: Stonewall	Fiction Text: Night Mail Fiction Text: Romeo and Juliet	Non-Fiction Text: Can we save the tiger? Fiction Text: The Hidden Forest	Fiction Text: The Princess Blankets	Film Unit Alma Fiction Text: Grimm Tales

Year 7 Expectations

Writing

Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including:

- well-structured formal expository and narrative essays



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- stories, scripts, poetry and other imaginative writing
- notes and polished scripts for talks and presentations
- a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
- * summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- * Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
- * Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing

Plan, draft, edit and proof-read through:

- * Considering how their writing reflects the audiences and purposes for which it was intended
- * amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
- * paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.

Grammar and Vocabulary

Pupils should be taught to:

- * Consolidate and build on their knowledge of grammar and vocabulary through:
- * Extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts
- * Studying the effectiveness and impact of the grammatical features of the texts they read
- * Drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve effects
- * Knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
- * Using Standard English confidently in their own writing and speech

Spoken English

Pupils should be taught to speak confidently and effectively, including through:

- * using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- * giving short speeches and presentations, expressing their own ideas and keeping to the point
- * Participating in formal debates and structured discussions, summarising and/or building on what has been said
- * Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.