



Bury and Whitefield

JEWISH PRIMARY SCHOOL

English Writing Curriculum Overview

Our Curriculum Celebrates

Resilience

Creativity

Critical Thinking

Curiosity

Challenge

Culture

Cycle A – Text Types

Autumn

EYFS		KS1 <i>Non-Fiction</i>	LKS2 <i>Classics (Dahl)</i>		UKS2 <i>Myths & Legends</i>	
Nursery	Children will work on individual targets to progress towards their end points. An example focus this term will be on forming a comfortable grip and mark making.	Reception Children will work on individual targets to progress towards their end points. An example focus this term will be on developing a tripod grip and writing letters to match their taught phonics sounds.	I – Non-chronological Report: The Seaside E – Character Description: The Witch E- Poem: The Seaside	P - Advert E – Traditional tale with a twist (change whole context)	I - Writing Instructions E - Setting Description E - Performance Poetry	E – Diary Entry E – Poem (Cinquains) P - Leaflet E – Myth/ Legend

Spring

EYFS		KS1 <i>Traditional Tales</i>	LKS2 <i>Other Cultures</i>		UKS2 <i>Suspense/ Horror</i>	
Nursery	Children will work on individual targets to progress towards their end points. An example focus this term will be on beginning to learn recognisable letters by writing their name.	Reception Children will work on individual targets to progress towards their end points. An example focus this term will be on beginning to write simple phrases using their phonics.	I – Recount: The Great Fire of London diary entry E – Simple Narrative: Traditional Tale P – Persuasive Letter: The Great Fire of London	P - Letter – E - Diary Entry	E – Poetry (Haiku) I – Non-Chronological Report E - Resolution to story	I – Non-Chronological report E – Descriptive Dialogue P – Balanced Argument E – Similes and Metaphors Poetry E – Suspense Narrative

Summer

EYFS		KS1 <i>Traditional Tales from other cultures</i>	LKS2 <i>Fantasy</i>		UKS2 <i>Real-Life</i>	
Nursery	Children will work on individual targets to progress towards their end points. An example focus this term will be to begin to correctly form letters.	Reception Children will work on individual targets to progress towards their end points. An example focus this term will be on practising writing simple sentences that can be read by others.	I – Instructions – Hazard Watch I – Non-Chronological Report- Florence Nightingale E – Traditional Tale: African Culture	P - Leaflet – E - Retell (Literacy Shed Video)	I - Newspaper Report E - Fantasy Story E – Kenning	E – Short Story E – Setting Description P – Prefect Letter I/ E – Rap/ Song E – Flashback Story



Cycle B – Text Types

Autumn

EYFS		KS1 <i>Non-Fiction</i>	LKS2 <i>Historical</i>		UKS2 <i>Science Fiction</i>	
Nursery	Reception	E – Recount- holidays I – Instructions- Fruit Salad E – Poem (Seasons)	E – Character Description E – Poetry (Rhyming Narrative)	E - Diary entry – I - Newspaper report P - Letter	I – Biography E - Personification Poetry	E - Sci-Fi Story P – Book/ film review E – Short stories
Children will work on individual targets to progress towards their end points. An example focus this term will be on forming a comfortable grip and mark making.	Children will work on individual targets to progress towards their end points. An example focus this term will be on developing a tripod grip and writing letters to match their taught phonics sounds.					

Spring

EYFS		KS1 <i>Traditional Tales</i>	LKS2 <i>Adventure</i>		UKS2 <i>Fantasy</i>	
Nursery	Reception	I – Non-Chronological Report: Explorers E – Traditional Tale: Moving Pictures E – Character Description: Traditional tale	E – Poetry (Free Verse) P - Speech	I - Biography E - Adventure story E - Script	E – Poetry (Free Verse/ Narrative) I - Non-chronological report E - Dialogue to move story along	E – Moral Dilemma Narrative I – Explanation text
Children will work on individual targets to progress towards their end points. An example focus this term will be on beginning to learn recognisable letters by writing their name.	Children will work on individual targets to progress towards their end points. An example focus this term will be on beginning to write simple phrases using their phonics.					

Summer

EYFS		KS1 <i>Fairy Tales</i>	LKS2 <i>Animal</i>		UKS2 <i>WWII</i>	UKS2 <i>Shakespeare</i>
Nursery	Reception	I – Explanation: Life Cycle of a Plant E- Fairy Tale- Tale from other Cultures E- Poem: Feelings and Emotions	E - Story Openings I – Explanation Text	P - Argument E - Story from different perspective E – Poetry (Limericks)	P – Persuasive letter E- Diary entry	E – Modern retelling of classic play E - Poetry (rhyming couplets) I-Newspaper Report
Children will work on individual targets to progress towards their end points. An example focus this term will be to begin to correctly form letters.	Children will work on individual targets to progress towards their end points. An example focus this term will be on practising writing simple sentences that can be read by others.					



Punctuation and Grammar

Autumn

KS1		LKS2		UKS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Full stops Capital letters Finger spaces Handwriting Combine words to make sentences Nouns Verbs Adjectives Subject 	<ul style="list-style-type: none"> Capital letters to start a sentence Capital letters for names and places Full stops – statements and commands Exclamation marks – exclamations and commands Question marks Nouns Verbs Adjectives Simple sentences 	<ul style="list-style-type: none"> Punctuate sentences A or An Adjectives and Noun Verbs Describe time, place and manner through adverbs Fronted adverbials Coordinating conjunctions Subordinating conjunctions Punctuating clauses Place with prepositions Time with prepositions 	<ul style="list-style-type: none"> Punctuate different sentence types Pronouns Determiners Adjectives and nouns Verbs Describe time, place and manner through adverbs Phrases and clauses Punctuate adverbial phrases Subordinating clauses Coordinating conjunctions Punctuate prepositional phrase of place Punctuate prepositional phrase of time 	<ul style="list-style-type: none"> Punctuate different sentence types Determiners Noun phrases Different verb types Adverbials of time, place, frequency and manner Fronted adverbials Subordinating conjunctions Coordinating conjunctions 	<ul style="list-style-type: none"> Punctuate different sentence types Determiners Expanded noun phrases Verbs to identify tense Adverbs Subordinating and coordinating conjunctions Prepositional phrases Subjunctive form Antonyms and synonyms

Spring

KS1		LKS2		UKS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Building a sentence Full stops Question marks Exclamation marks Conjunctions (and) Joining sentences Sequencing sentences Capital letters for names and personal pronoun 	<ul style="list-style-type: none"> Nouns, adjectives and verbs Coordinating conjunctions Subordinating conjunctions Prefixes (un/ anti) Suffixes (ness/ er) Suffixes (ful/ less) Suffixes (er/ est/ ing) Past tense Present tense 	<ul style="list-style-type: none"> Punctuate different sentence types Subheadings and headings. Paragraphs Apostrophes to contract Apostrophes for possession Inverted commas Commas in a list Past tense Present tense 'Was' and 'were' Past and present progressive Present perfect form of a verb 	<ul style="list-style-type: none"> Headings and subheadings Paragraphs Apostrophes to contract Apostrophes for possession Plural and possessive 's' Inverted commas Past tense Present tense Making past and present verb continuous. 	<ul style="list-style-type: none"> Reference chains to avoid repetition Contractions Possessive apostrophe Parenthesis Commas to avoid ambiguity Present and future tense Progressive verb forms Perfect form of verbs 	<ul style="list-style-type: none"> Relative clauses Cohesive devices Apostrophes Parenthesis Commas Structural devices Hyphens and dashes Colons and semi-colons Simple, progressive and perfect verbs Phrases and clauses

			<ul style="list-style-type: none"> • Present perfect form of a verb • Avoid repetition 	<ul style="list-style-type: none"> • Relative pronouns and clauses • Phrases and clauses 	
Summer					
KS1		LKS2		UKS2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Build sentences with different punctuation marks • Plurals (s and es) • Prefix (un) • Suffix (ing) • Suffix (er) • Suffix (ed) 	<ul style="list-style-type: none"> • Present and past tense • Continuous present tense • Continuous past tense • Was and were • Conjunctions • Commas in a list • Contractions • Plural nouns • Simple and compound sentences 	<ul style="list-style-type: none"> • Create different sentence types • Root words • Prefixes • Suffixes • Word Families • Types of nouns • Changes the tense of a verb • Punctuate fronted adverbial • Subordinate clause for effect • Consolidation 	<ul style="list-style-type: none"> • Recognise simple, compound and complex sentences. • Root word • Prefixes to change meaning of words • Suffixes to change meaning of words • Word families • Determiners • Punctuate fronted adverbials • Consistent tense use • Achieving cohesion in writing • Consolidation 	<ul style="list-style-type: none"> • Direct and reported speech • Simple, compound and complex sentences • Root words • Prefixes and suffixes • Word families • Modal verbs • Relative clauses • Parenthesis • Commas 	<ul style="list-style-type: none"> • Passive voice • Word classes • KS2 punctuation • Clauses • Formality • Semi-colons and colons • Tenses • Morphology to analyse language • Etymology

Writing Sequence

For Year 1, their written pieces focus on formulating sentences that make sense and use capital letters and full stops. They will create a variety of text types linked to their learning and/ or class book to ensure a variety is given to their pieces. Due to the focus being on sentence structure and phonics, Year 1 do not follow the writing sequence. They will take some elements of it, where appropriate, and will begin to trial the writing sequence in the summer term.

From Year 2, all years follow the writing sequence:

Sequence	Content	Length of time
1	<ul style="list-style-type: none"> • Introduce text, identify features WAGOLL (What a good one looks like). • Work around identifying success criteria. • Teaching of features and any language or SPAG as appropriate. 	1 hour
2	<ul style="list-style-type: none"> • Paired or shared writing in the genre – this should be 'deep marked' to ensure targets are set where appropriate. This may be written or verbal. 	1 hour
3	<p><u>Choice of:</u></p> <ul style="list-style-type: none"> • Creative activities around a text e.g. drama, conscience alley, role on the wall or power of reading activity. • Collecting information/ inspiration for writing. • Comprehension • Building sentences 	1 hour
4	<ul style="list-style-type: none"> • Plan and begin to draft 	1 hour
5	<ul style="list-style-type: none"> • Complete draft 	1 hour
6	<ul style="list-style-type: none"> • Edit – this could be editing stations, speed editing, paired editing or self-edit. 	1 hour
7	<ul style="list-style-type: none"> • Publish 	1 hour

In KS1, children will cover at least 3 text types each term covering a range of topics. This is to ensure there is adequate focus on embedding basic skills. Links will regularly be made to Foundation subjects to ensure adequate time to complete each topic.

In KS2 each term, pupils will write 1 poem, 1 persuasive piece, 1 informative piece and 2 fictional pieces (of which 2 will be cross-curricular). This is to ensure a breadth of text types are covered. These text types will sometimes be linked to the class book to ensure children are exposed to a range of genres, language and styles of writing.