English: Writing Curriculum Map

(Year 1- Year 6)

We journey together: loving learning; daring to discover; caring for all; with Jesus as our guide.

English: Writing	Autumn	Spring	Summer
Reception	**Children in Reception – Development Matters**		**Early Learning Goals (ELGs)**
	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.		Write recognisable letters, most of which are correctly formed. Spell words by identifying the sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Year 1	In Year 1, the children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. Simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry.		
	Autumn Labels, lists and captions A range of labels, captions leading to a short list of instructions Narrative A short scene, imagining an event arising from a well-loved story Poetry List poems to describe a colour Recipes/ Instructions A range of recipes to be used in their own class celebration or party/ instructions for everyday life Narrative A retelling of a variety of traditional tales and the children's own original version	Spring Narrative A short narrative inspired by a well-loved story Rules and Recount A set of rules for being a good classmate or friend; a recount about a real event Poetry A playful poem using rhyme with nonsense words Narrative A short narrative focusing on introducing characters and sequencing events in a story Poetry Performance poetry, experimenting with sounds, rhyme & rhythm	Summer Letters A range of letters about themselves and their interests Poetry A free verse poem based on likes and dislikes Narrative An original story, told in the form of a traditional tale Explanation An explanation of the life cycle of an imaginary bug/ a fact file about an important celebration. Narrative A narrative focusing on development of a simple plot

Year 2	In Year 2, the children build upon their understanding of writing to inform and to entertain their audience. Use of sentence structure is consolidated further, and the children are taught how to join their ideas to create greater variety and interest for the reader. Punctuation to demarcate sentences is regularly taught and reviewed, and the children are introduced to using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught and encouraged within the children's writing, to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. Children in Year 2 are taught about a wider range of genres to suit their writing purpose, such as a non-chronological report and instructions when writing to inform. To support their understanding of how to entertain their reader, they are also taught about some figurative language techniques, such as the use of simile and alliteration.		
	Autumn	Spring	Summer
	Narrative A short scene, imagining an alternative event arising from a well-loved story Instructions A set of instructions outlining what is needed to be a good friend Poetry A range of list poems about a range of topics, such as the seasons and questions that they want to know the answers to Narrative A short narrative, based on a real journey around the local area Letters/postcards A range of letters and postcards to chosen friends and family members	Narrative A narrative based on the events of a well-loved fairy tale Non-Chronological report An informational report, based on an animal of their choice Narrative A narrative focusing on the use of character and developing dialogue through speech bubbles Poetry A range of free verse poems, focusing on the use of simile	Narrative A narrative using real and imagined events to create an interesting plot Instructions A set of instructions for an imagined event or activity Recount A recount about an important moment in their own lives Narrative A short story revolving around the actions and adventures of a central superhero character Poetry A range of free verse poems, focusing on the use of alliteration

Year 3	In Year 3, the children consolidate their understanding of writing to entertain and to inform. They will be introduced to writing to persuade for the first time. In doing so, they will develop a keener awareness of the reader, by considering how to move and convince their audience to act and/or change their mind. They will encounter new genres, such as personal narratives (memoirs), fables, persuasive speeches and other sub-genres of poetry (such as calligrams and kennings), and revise their genre knowledge of instructions, letters and non-chronological reports. They will revisit learning from Year 2 to ensure that they are familiar with simple sentence structure and build upon this by using a greater range of conjunctions to join their ideas in writing. Accurate punctuation of dialogue is introduced in Year 3, along with the use of prepositions and adverbs to tell the reader when, where and how things happened. Children in Year 3 will also learn how to structure their writing, by including paragraphs and/or headings and subheadings to support the reader to navigate the writing more effectively.		
	Autumn	Spring	Summer
	Narrative A short narrative, based on a journey story Poetry Free verse poetry about a subject of the children's choice, taking inspiration from a range of well-known poems by famous poets Fables A fable, using either human or animal characters, imparting a moral message that the children choose to be of importance to them Non-Chronological report	Narrative A short narrative, focused on developing an interesting or unusual setting and using dialogue to convey character Persuasive speeches A persuasive speech, linked to the children's choices about how to improve the local community and/or environment Personal narrative A personal narrative (or memoir) based on a significant memory or moment in their lives Poetry A calligram (shape poem) about a favourite item or topic	Persuasive letters A persuasive letter about a specific subject or topic that they feel strongly about Instructions A set of detailed instructions for a real or imagined journey Non-Chronological report An informative report about festivals and/or celebrations within their own family, religion or culture Narrative

	A report about an imagined or real job/ an imaginary child, based on their own interests and aspirations	and free verse poetry about their local area	A narrative, focusing on developing the use of dialogue to convey character Poetry A kenning based on a favourite subject or topic

Year 4	In Year 4, the children continue to write to entertain and inform their readers and consolidate their knowledge of writing to persuade. They will encounter new genres, such as newspaper reports and travel leaflets, and revise their understanding of familiar genres (such as an explanation or non-chronological report) and apply more sophisticated language choices. Learning from Year 3 will be revised and consolidated regularly within writing lessons, to ensure that children are confident with using a range of vocabulary and punctuation to support their intended effect on the reader. Children in Year 4 are also taught about a greater variety of ways to begin sentences, such as with a fronted adverbial to link back to a previous sentence or paragraph and/or to move the writing on for the reader. A greater range and/or usage of punctuation is taught in Year 4, such as the use of a comma to separate groups of words or phrases within a sentence and the use of an apostrophe to signify plural possession. Dialogue punctuation is reviewed to include the use of paragraphing and commas before a reporting clause. Children in Year 4 are also taught about a wider range of figurative language techniques, such as personification and metaphor.		
	Autumn	Spring	Summer
	Narrative A short scene including dialogue and a graphic novel scene to detail action, character and dialogue Persuasive speech A persuasive speech about a chosen topic of importance Poetry A free verse poem, using classic poetry as inspiration for the subject matter Explanation An explanation of an invention, based on the children's imagination and creativity Narrative A narrative focusing on description of setting and character experience	Newspaper Reports A newspaper report based on an event that occurs within school life Travel Leaflets A travel leaflet based on an imaginary place or country Narrative A narrative focusing on character development and description Poetry A haiku, or range of haikus, about the seasons	Persuasive Letters A persuasive letter based on environmental or community action on a local or global scale Non-Chronological Report An informative report about a particular hobby or favourite game/ pastime Poetry A poem focusing on unusual word combinations to experiment with expressive language Narrative A narrative focusing on the development of plot, setting and character Poetry A range of poems, focusing on the use of personification and metaphor as figurative devices

Year 5	In Year 5, the children are introduced to writing to discuss for the first time. They will also spend time writing to entertain, inform and persuade, and enjoy building upon their knowledge of these writing purposes, selecting from a wider range of sophisticated language choices based on their intended effect on the reader. Children in Year 5 will be encouraged to continually review and refine their writing, based on their understanding of how to use and manipulate grammar and vocabulary to achieve their desired effect. A wider range of punctuation is introduced in order to achieve this, including the use of brackets, dashes and commas for parenthesis, as well as colons to introduce a list or set up a dramatic surprise or pause for the reader. The children are encouraged to focus on cohesion for the reader (making sure that the ideas within the writing link and flow) within and across paragraphs. They are introduced to a further variety of genres, such as a biography, an advertising campaign and reviews, whilst continuing to refine their ability to craft high-quality narrative and poetry. They will also learn about the use of further figurative language techniques, such as the use of assonance within poetry.		
	Autumn	Spring	Summer
	Non-Chronological Report An information report about an imagined mythical or magical creature Description A setting description, focusing on use of vocabulary to create	Persuasive Letters A persuasive letter focused on the use of varying formality Non-Chronological Report An information report based on an imagined place	Explanation An explanation of a process Advertising Campaign An advertising campaign, designed to advertise the children's own inventions

	mood Poetry A cinquain focusing on use of meter and precise word choice Narrative A narrative focusing on story beginnings and endings that feel cyclical Biography A biography of a chosen important figure in history and science	Description A descriptive recount, focused on the development of tension within writing Narrative A narrative focused on the use of mystery and suspense Poetry A rap based on experiences of school life and focusing on the use of assonance	Poetry Free verse based on the children's own experiences of life and school Reviews A range of reviews, based on the children's experiences Narrative A narrative, focusing on description to build setting, atmosphere and character

Year 6	In Year 6, the children will continue to write for a range of purposes and audiences, making judicious choices about their vocabulary, grammar and punctuation based on their intended effect on the reader. Children in Year 6 will be encouraged to experiment with their sentence structure, according to the needs of their reader, and be introduced to more sophisticated grammatical choices, such as the passive voice and subjunctive form. The range of formality required for the audience will also become a significant element of the children's decision-making process. Along with the range of punctuation already taught across the primary phase, children will practise how to use semi-colons, colons and dashes to mark the boundaries between independent clauses. In order to ensure that the children can be independent writers and showcase their talents for writing, they are provided with time and choice to support their selection of subject matter within their compositions and apply their learning within extended written outcomes.		
	Autumn	Spring	Summer
	Narrative A scene designed to create mood, atmosphere and tension through setting and character Non-Chronological Report An information report based on an imaginary or real planet Narrative An imagined scene, using a well-loved story as inspiration Persuasive Speeches A persuasive speech based on a 'pet peeve' to banish to 'Room 101'	Non-Chronological Report A formal report detailing information about an invented creature Dialogue A detailed scene incorporating dialogue to convey character Balanced Argument A balanced argument about a chosen, well-understood subject or topic Narrative A narrative based on the themes and structure of a traditional tale Biography A biography of a well-known person in current culture or history	Advocacy Campaign An advocacy campaign based in the UN Rights of the Child Narrative A narrative focusing on development of character, setting and plot Advocacy poetry A range of poems to entertain and persuade the reader to act on a topic concerning climate change Blogs A blog to discuss the experiences of school life Narrative A narrative based on Shakesperean themes