Writing Curriculum Overview - Year 1

Writing Behaviours	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1				SUMMER 2		
	The three little pigs / Superworm			Lost and Found			Meerkat Mail			The Rabbit Problem / Peter Rabbit			Emma Jane's aeroplane / Percy's bumpy ride				Katie Morag Delivers the Mail / Secret of Black Rock		
	Retell	Retell		Fact file	Recount	Retell	Recount/ Postcard	Retell	Fact file	Character description	Retell		Setting description	Retell	Character description	Recount	Letter/ Postcard	Recount	Recount
Write sentences that are sequenced to form a short narrative.	✓	✓			✓	✓	✓	✓			✓			✓		✓	✓	✓	✓
Form lower-case letters in the correct direction, starting and finishing in the right place				✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Form upper-case letters of the correct size relative to one another in some of their writing.				✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Use finger spaces between words.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Use capital letters.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Use full stops.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Use simple conjunctions.				✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
Use adjectives to describe.				✓		✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

Wood Fold Primary School

Writing Curriculum Overview - Year 2

Writing Behaviours	AUTUMN 1			AUTUMN 1			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
	Paddington at the Palace / Katie in London			Daisy saves the day / Queen Victoria's Bathing Machine			Vlad and the Great Fire of London			The Baker's boy and the great fire of London			The Boy who Grew Dragons			Pugs of the Frozen North		
	Character Description	Recount	Setting Description	Rewrite	Scene Description	Diary	Recount	Character Description	Recount	Scene Description	Recount		Shape Poem	Instructions	Diary	Recount	New Event	Retell
Vocabulary selected for effect or appropriateness to task.																		
Secure use of capital letters and full stops.																		
Use co-ordination (e.g. or / and / but) to join sentences.		✓		✓	✓	✓	✓		✓		✓				✓	✓	✓	✓
Embellished simple sentences using: • Adjectives • adverbs	✓		✓	✓	✓			✓		✓			✓	✓				
Expanded noun phrases to describe.	✓		✓	✓	✓			✓		✓			✓				✓	✓
Use subordination (e.g. what/while/when/where/ because/ then/so that/ if/to/until) to join clauses.		✓		✓	✓	✓	✓		✓		✓		✓	✓	✓	✓	✓	✓
Use 'ly' starters to begin sentences.						✓	✓		✓		✓		✓	✓	✓	✓	✓	✓
Use of Question marks and / or exclamation marks as appropriate.		✓		✓	✓	✓	✓		✓		✓				✓			✓
Use present and past tense correctly and consistently.																		

Wood Fold Primary School

Writing Curriculum Overview – Year 3

Writing Behaviours	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
	Stig of the Dump			The Abominables			The Girl who Lost a Leopard			Secrets of a Sun King			Egyptian Cinderella			The Highland Falcon Thief		
	Setting description	Diary	Retell	Diary	Write next chapter		Diary	Recount		Diary	Setting Description	Recount	Character Description	Diary	Rewrite	Letter	Recount	Diary
Inclusion of some effective vocabulary and subject-specific terminology, if appropriate.																		
Complex sentences (Coordination) using conjunctions.	✓				✓		✓				✓		✓			✓	✓	✓
Use subordination with range of subordinating conjunctions.	✓				✓		✓			✓	✓		✓			✓	✓	✓
Use -'ing' clauses as starters.		✓		✓	✓		✓	✓		✓				✓	✓			✓
Drop in a relative clause using: who/ whom/ which/ whose / that.	✓							✓			✓		✓			✓	✓	
Powerful verbs.	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Adverbs for description.	✓			✓	✓		✓	✓		✓	✓	✓	✓	✓			✓	✓
Secure use of inverted commas for direct speech.			✓	✓	✓		✓					✓			✓		✓	
Use of commas after fronted adverbials.	✓	✓			✓		✓			✓	✓		✓			✓	✓	✓

Wood Fold Primary School

Writing Curriculum Overview – Year 4

Writing Behaviours	The Great Chocoplot			Greek Myths Who Let the Gods Out?			Who Let the Gods Out?			Queen of Darkness			My Story: Roman Invasion			The Land of Roar		
	Diary	Recount	Setting Description	Character Description	Own Version of	Character Description	Diary	Recount	Summary	Setting Description	Persuasive Advert	Discussion Text	Diary	Setting Description	Persuasive Write	Diary	Setting Description	Recount
Inclusion of ambitious vocabulary, subject specific and figurative language																		
Accurate use of paragraphs.	✓	✓			✓		✓	✓			✓		✓		✓	✓		✓
Fronted Adverbial such as a 'where', 'when' or 'how'.	✓						✓						✓			✓		
Develop complex sentences: (Subordination) Main clauses with subordinate clauses using a range of subordinating conjunctions.									✓		✓	✓	✓			✓		✓
-'ed' clauses as starters.	✓	✓		✓			✓	✓		✓			✓		✓	✓		✓
Embedded –'ing' clause.	✓	✓		✓			✓	✓		✓			✓		✓	✓		✓
Uses a range of sentences with more than one clause.									✓		✓	✓	✓			✓		✓
Expanded noun phrases.			✓	✓		✓				✓				✓			✓	
Commas to mark clauses and to mark off fronted adverbials.	✓						✓						✓			✓		
Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause.		✓			✓		✓	✓										✓

Wood Fold Primary School

Writing Curriculum Overview – Year 5

Writing Behaviours	AUTUMN 1			AUTUMN 1			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Texts	Beowulf			The Last Bear			Viking Boy			The Golden Horsemen of Bahgdad			The Explorer			The Explorer		
	Character Description	Diary	Kenning	Diary	Narrative	Newspaper Extract	Flashback	Eye Witness	Biography	Letter	Biography		Setting Description	Poem	Diary	Diary	Letter	Newspaper Report
Inclusion of some ambitious vocabulary, subject-specific terminology and subject specific language.																		
Stylistic devices such as similes and metaphors, are used to add detail and for effect.	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Link ideas within and across paragraphs using a full range of connectives and signposts	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Relative clauses beginning with who, which, that, where, when, who (embedded clause)	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Expanded –ed clauses as starters (subordinate clause)				✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Drop in (embedded) –'ed' clause				✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Appropriate use of commas to mark phrases and clauses.	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Use of Brackets/dashes/ commas for parenthesis				✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓

Wood Fold Primary School

Writing Curriculum Overview – Year 6

Writing Behaviours	AUTUMN 1			AUTUMN 2			SPRING 1			SPRING 2			SUMMER 1			SUMMER 2		
Texts	Kensuke's Kingdom			Pig Heart Boy			Holes			The Highway Man / Darwin's Dragons			Darwin's Dragons			The Vanishing Trick		
	Setting Description	Character Description	Newspaper Report	Persuasive Paragraph	Diary	Biography	Setting Description	Letter	Newspaper Report	Character Description	Rewrite - Narrative				Diary	Character Description	Diary	Retell
Inclusion of ambitious vocabulary, subject-specific terminology and figurative language.																		
Use character, dialogue and action to advance events in narrative writing.											✓							✓
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.	✓		✓		✓		✓	✓	✓		✓				✓	✓	✓	✓
Main and subordinate clauses with full range of conjunctions.		✓	✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓
Active, passive and modal verbs to create effect and to affect presentation of information.			✓						✓									
Expanded noun phrases to convey complicated information concisely	✓	✓		✓	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓
Elaboration of starters using adverbial phrases (Fronted adverbials)	✓	✓	✓		✓		✓	✓	✓	✓	✓				✓	✓	✓	✓
Positioning of subordinate clauses – beginning / middle / end of sentences.							✓	✓	✓	✓					✓	✓	✓	✓
Use of the full range of punctuation is used for clarity and emphasis.																		
Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.															✓	✓	✓	✓

Wood Fold Primary School