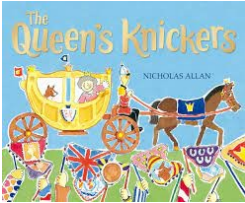
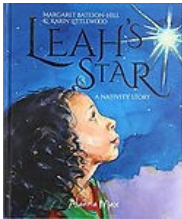
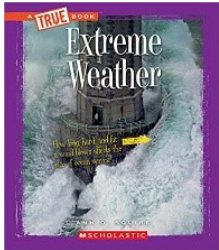
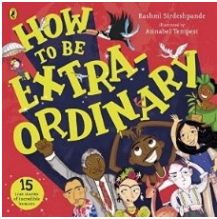
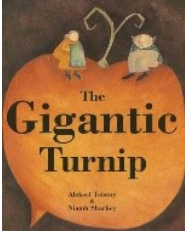
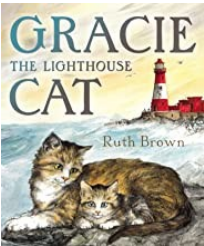
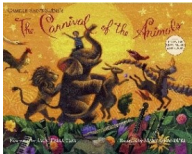
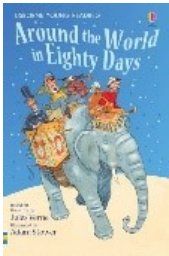
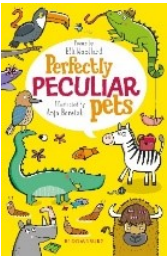
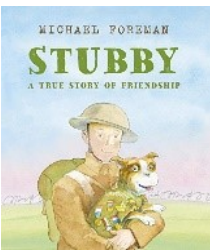
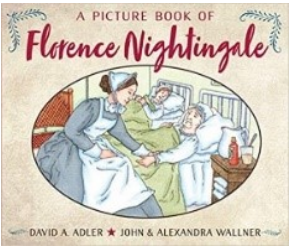
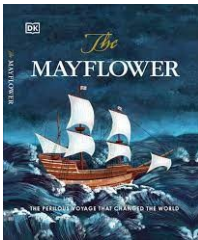
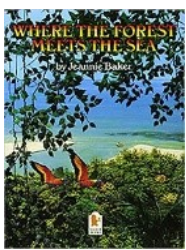
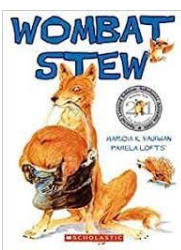
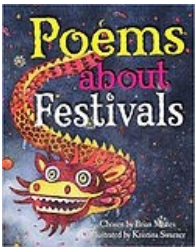
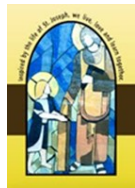
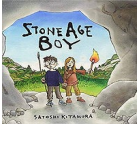
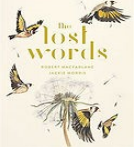
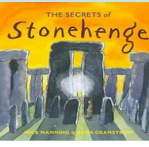
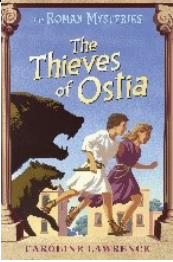
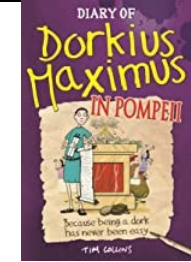
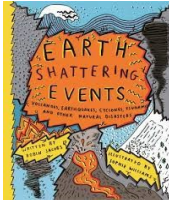
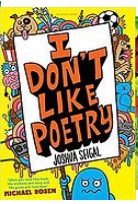
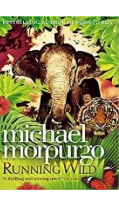
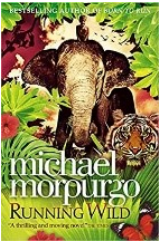
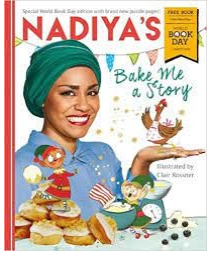
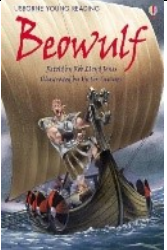
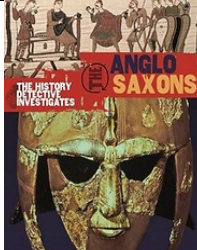
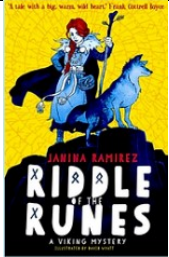
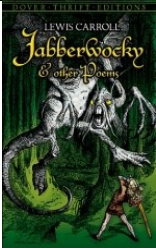
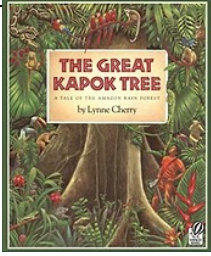
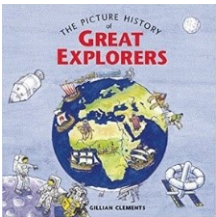
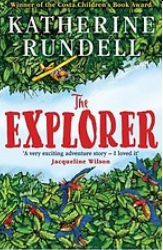
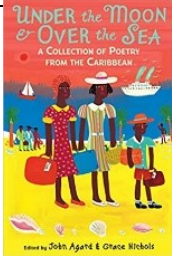
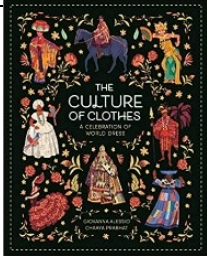
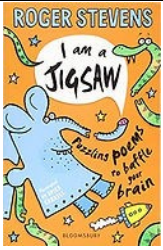
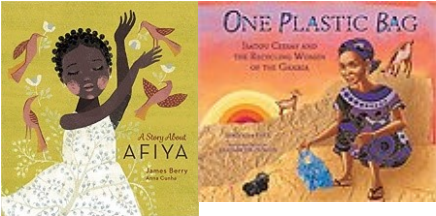


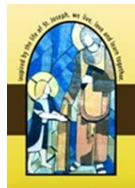
Writing Curriculum Map - Class 2

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<i>Books to inspire</i> <i>Year A</i>	 		 	 		 
<i>Genre</i>	Funny Stories (F), Shape Poems (P)	First Person Stories (F)	Information Texts (NF), Adventure Stories (F)	Biography (NF), Traditional Tale (F)	Recounts (NF), Fictional Settings (F)	Animal Poetry (P), Postcards/Letters (NF/F)
<i>Books to inspire</i> <i>Year B</i>	 	 		 	 	
<i>Genre</i>	Classic Fiction (F), Pet Poetry (P)	Historical Fiction (F), 1st person Stories (NF)	Diary Entry (NF)	Information Texts (NF)	Descriptive Setting (F), Instructions (NF)	Cultural Poems (P)
	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far write narratives about personal experiences and those of others (real and fictional) say out loud what they are going to write about leave spaces between words join words and joining clauses using "and"	write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far write about real events compose a sentence orally before writing it discuss what they have written with the teacher or other pupils use familiar adjectives to add detail e.g. red apple, bad wolf	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. write about real events plan or say out loud what they are going to write about re-read what they have written to check that it makes sense read their writing aloud clearly enough to be heard by their peers and the teacher use expanded noun phrases to describe	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. write narratives about personal experiences and those of others (real and fictional) write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. write for different purposes evaluate their writing with the teacher and other pupils proofread to check for errors in spelling, grammar and punctuation use some varied sentence openings e.g. time connectives	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. write poetry re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form read aloud what they have written with appropriate intonation to make the meaning clear

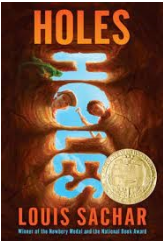
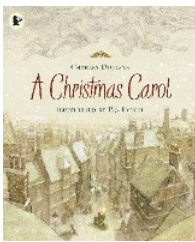
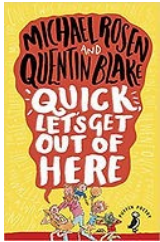
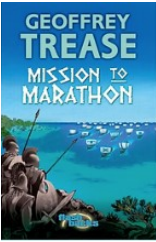
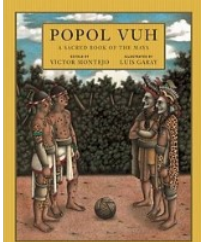
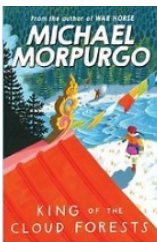
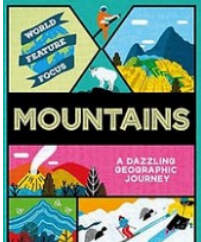
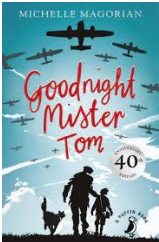
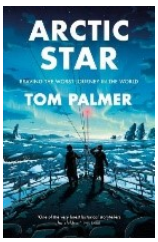
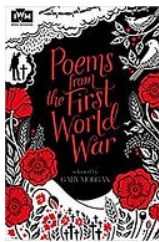
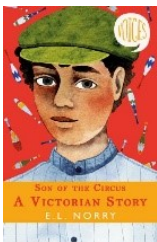
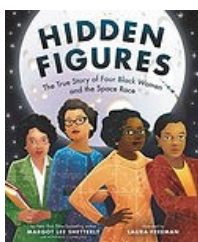
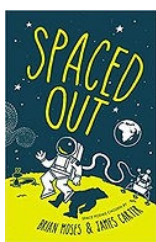
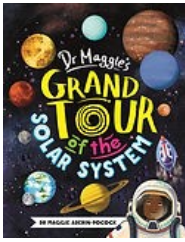
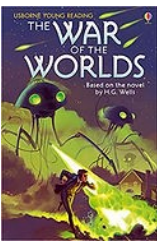


Writing Curriculum Map - Class 3

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Books to inspire Year A	  	 	  			
Genres	Historical Fiction (F), Poem Spells (P), Information Text (NF)	Action Stories (F), Diary (NF)	Information Text (NF), Poetry that makes you laugh (P), Adventure Stories (F)	Adventure Stories (F) Play script (NF)	Instruction text (NF, Short-stories (F)	
Books to inspire Year B	 	 	 	 	 	
Genres	Myths and Legends (F), Information Text (NF)	Suspense writing (F), Nonsense Poem (P)	Descriptive setting (F), Biographies (NF)	Adventure Stories (F), Cultural Poems (P), Play scripts (NF)	Information Texts (NF), Riddles, acros- tic, kennings (P)	Stories from other cultures (F), Persua- sive Text (NF)
	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discuss and record ideas	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar organise paragraphs around a theme assess the effectiveness of their own and others' writing and suggest improvements extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in narratives, create settings, characters and plot propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, use simple organisational devices (headings & subheadings) choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar proofread for spelling and punctuation errors



Writing Curriculum Map - Class 4

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<i>Books to inspire</i> <i>Year A</i>	 		 			 
<i>Genres</i>	Flashbacks (F), Film Review (NF)	Classical Literature (F)	Performance Poetry (P), Information Text (NF), Historical Fiction (F)	Stories from other cultures (F), Information Text (NF)	Modern Fiction Suspense (F)	Explanation Text (NF), Autobiography (NF)
<i>Books to inspire</i> <i>Year B</i>		 	 		 	 
<i>Genres</i>	Historical Fiction (F), Information Text (NF)	Writing Dialogue (F), War Poetry (P), Journalistic Writing (NF)	Information Texts (NF), Fiction features (F),	First Person Recount (NF/F)	Persuasive letter (NF), Poetry on a theme (P)	Chronological report (NF), Sci-Fi Classic Fiction (F)
	consider how authors have developed characters and settings in what pupils have read, listened to or seen performed in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action ensure the consistent and correct use of tense throughout a piece of writing use a thesaurus	note and develop initial ideas, drawing on reading and research where necessary propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives ensure correct subject and verb agreement use expanded noun phrases to convey complicated information concisely	use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader proofread for spelling and punctuation errors	select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning assess the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	precising longer passages when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register use modal verbs or adverbs to indicate degrees of possibility