

EYFS Writing Overview 2025 – 2025

Term	Area of literacy	What will this look like?
Autumn	<p>A baseline will be created for each child's writing ability giving us a clear starting point. Lots of provision will be provided to strengthen children's muscles and improve fine and gross motor skills. Children will be participating in daily Read Write Inc sessions developing their phonics skills.</p> <p>Outside of phonics, there will be plenty of opportunities provided to mark make with a range of media and materials for children to gain confidence.</p> <p>As children move towards the end of this term they will grow confident in writing their own names and have improved fine motor skills leading to clearer letter formation and increased phonetical knowledge allowing them to begin to create words and phrases.</p>	<ul style="list-style-type: none"> • Fine and gross motor skills exercises • Children will start their journey with Read Write Inc. • Within provision opportunities to mark make with different resources • Labelling • Regular practice of name writing • Begin to consider letter formation <p>*Why do we like Autumn? *What did the elves do? *Letter to Father Christmas</p>
Spring	<p>Children's knowledge of phonics will now be developing as will their strength and co-ordination. At this point they will be able to make real sense of their phonics skills, and give meaning to the words and phrases they are attempting to create.</p> <p>Children will be rehearsing small phrases orally before attempting to write these in a range of contexts both in provision and targeted sessions.</p>	<ul style="list-style-type: none"> • Children will continue their journey with Read Write Inc. • Opportunities within the provision to write with raised expectations of this being accessed. • Caption writing • Developing and understanding of simple sentence writing • Applying phonics skills with growing consistency <p>*Letter to a friend (posted) *Fairytale day 'police' report *Trip to Bourne recount</p>
Summer	<p>At this point children will be far more confident with phonics, enabling them to blend with increased success. Their stamina would have also increased allowing them to begin to experiment with longer phrases and sentences. Their ability to write for a given purpose will also start to improve.</p>	<ul style="list-style-type: none"> • Children will continue their journey with Read Write Inc. • Opportunities within the provision will allow themselves to start to write longer captions or sentences • The application of phonics skills will become more accurate • Letter formation will become more consistent <p>*Retelling the story of Noah's Ark or Creation Story *Recount of trip to Hunstanton *Instructions on how to make a sandcastle *Best bits of the year</p>

***Opportunities for focussed extended writing**

*This document shows the areas of writing that will be taught and produced throughout the year, there is however many other opportunities to apply and develop these skills throughout the curriculum that are not shown on this document

KSI					
Term	Genre & Stimulus	Outcome	Purpose & Audience	Features	
				Year 1	Year 2
Autumn	<u>Narrative – Traditional Tale</u>	Children will write their own version of the traditional tale, The Three Little Pigs	To entertain Once children have written their traditional tales they will share these with Jeffers Class	<ul style="list-style-type: none"> Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Year 1 ambitious vocabulary used Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Time connectives: first, then, next Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. 	<ul style="list-style-type: none"> Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field Use exclamation marks correctly. Use capital letters correctly.
	<u>Letter writing</u> James and the Giant Peach	Children write to persuade James to go for an adventure on the peach	To persuade Once finished a hot seating activity will take place where children try and persuade 'James' to go on an adventure	<ul style="list-style-type: none"> Ideas grouped in sentences. Sentences using simple pronouns Letters use simple conjunctions Capital letters for start of sentence, names, personal pronouns Full stops used accurately Use noun phrases and ambitious adjectives 	<ul style="list-style-type: none"> Brief introduction and conclusion. Main ideas organized in groups. Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Use question marks correctly. Use exclamation marks correctly.
	<u>Non – Chronological report</u> Space	Children will write a non-chronological report about different aspects of space	To inform Children will share their non-chronological reports with parents at the end of the their explorer unit	<ul style="list-style-type: none"> Ideas grouped together for similarity. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups. Use simple noun phrases e.g. large tiger Correct and consistent use of past and present tense. Commas used to separate items in a list
	<u>Recount</u> Explorer WOW Day	Children will write a recount of their recent Wow day	To describe Some examples of these will be selected to be attached to the school newsletter	<ul style="list-style-type: none"> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organized in chronological order using connectives that signal time. Subordination – when, if, that, because Coordination – or, and, but.
Spring	<u>Non – Chronological report</u> Animals	Children will create their own creature and write a non-chronological report about them	To inform Children will teach Blackman Class about the animals they have created – linked to the next writing unit instructions	<ul style="list-style-type: none"> Ideas grouped together for similarity. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> Brief introduction. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... Main ideas organized in groups. Use simple noun phrases e.g. large tiger

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					<ul style="list-style-type: none"> Correct and consistent use of past and present tense. Commas used to separate items in a list
	<u>Instructions</u> Dragonology	Children will write instructions on how to catch the animal they wrote their non-chronological report about	To inform Children will teach Blackman Class about the character they have created and share instructions on how to catch it	<ul style="list-style-type: none"> Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order. Simple connectives are used to construct simple sentences e.g. and, but, then, so. Imperative verbs start sentences e.g. spread, slice, cut. 	<ul style="list-style-type: none"> A goal is outlined – a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer. Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick
	<u>Narrative</u> Nature stories: Little Raindrop	Children will write a story as if they are rain drop first person	To entertain Children will share their stories with Morpurgo Class when they begin their work on the water cycle	<ul style="list-style-type: none"> Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at first person writing. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... Simple connectives are used to construct simple sentences e.g. and, but, then, so. Year 1 ambitious vocabulary used Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Time connectives: first, then, next Use exclamation marks. Capital letters for start of sentence, names, personal pronouns. 	<ul style="list-style-type: none"> Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field Use exclamation marks correctly. Use capital letters correctly.
Summer	<u>Poetry</u> Incredible Inventions	Children will adapt a poem from the anthology 'Incredible Inventions'	To entertain Children will perform their poems in Collective Worship	<ul style="list-style-type: none"> Awareness of alliteration displayed Senses have been considered Some awareness of 'lines' 	<ul style="list-style-type: none"> Alliteration used to add desired effect Senses have been selected and described effectively A clear understanding of 'lines' shown (inc. the grammatical concept of not needing full sentences)
	<u>Narrative</u> Mrs Armitage Wheels	Children will write their own version of Mrs Armitage on wheels	To entertain Children will share their writing with a peer in their class	<ul style="list-style-type: none"> Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... Simple connectives are used to construct simple sentences e.g. and, but, then, so. Year 1 ambitious vocabulary used Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Time connectives: first, then, next Use exclamation marks. Capital letters for start of sentence, names, personal pronouns. 	<ul style="list-style-type: none"> Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field Use exclamation marks correctly. Use capital letters correctly.
	<u>Recount</u> Burghley House trip	Children will write a recount from their trip to Burghley House to share with parents	To describe Children's writing will be picked to accompany the school newsletter	<ul style="list-style-type: none"> Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we Simple connectives are used to construct simple sentences e.g. and, but, then, so. 	<ul style="list-style-type: none"> Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organized in chronological order using connectives that signal time. Subordination – when, if, that, because Coordination – or, and, but.

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	<p><u>Letter Writing</u></p> <p>Transition</p>	<p>Children will write letters to EYFS about joining Dahl Class</p>	<p>To inform</p> <p>Children’s letters will be shared with members of Jeffers Class</p>	<ul style="list-style-type: none">• Ideas grouped in sentences in time sequence.• Sentences using simple pronouns• Letters use simple conjunctions• Capital letters for start of sentence, names, personal pronouns• Full stops used accurately• Use noun phrases and ambitious adjectives	<ul style="list-style-type: none">• Brief introduction and conclusion.• Main ideas organized in groups.• Subject/verb sentences e.g. I think... We want...• Some modal verbs introduced e.g. would, could, should.• Use simple adverbs e.g. yesterday, today.• Use simple noun phrases e.g. red shoes• Use question marks correctly.• Use exclamation marks correctly.
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LKS2					
Term	Genre & Stimulus	Outcome	Purpose & Audience	Features	
				Year 3	Year 4
Autumn	Diary War Horse – Michael Morpurgo	Children will write a diary entry from the point of view of Albert.	To describe Children will share their diary entry with a peer and as they do this their peer will produce an emotion graph inferring from the diary entry.	<ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent • Adverbials 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organized correctly around key events. • Elaboration is used to reveal the writer's emotions and responses • Variation in sentence structures e.g. While we watched the sea lion show... • Use embedded/relative clauses • Include adverbs to show how often • Sentences build from a general idea to more specific. • Use emotive language to show personal response
	Narrative War Horse – Michael Morpurgo	Children will predict what will happen next in the story and write the next chapter in the style of Michael Morpurgo.	To entertain Completed paragraphs will be collected and shared with the class when Warhorse is taught again with children predicting which they feel is most accurate and why.	<ul style="list-style-type: none"> • Time and place are referenced to guide the reader through the text • Organised into paragraphs • Cohesion is strengthened through relationships between characters mother, her • Simple sentences with extra description. • Some complex sentences using because, which, where etc. • Tense consistent • Dialogue is realistic and conversational in style • Verbs used are specific for action • Adverbials • Expanded noun phrases 	<ul style="list-style-type: none"> • Link between opening and resolution • Links between sentences help to navigate the reader from one idea to the next • Paragraphs organised correctly to build up to key event • Repetition avoided through using different sentence structures and ellipsis • Variation in sentence structures • Use embedded/relative clauses • Include adverbs to show how often or add subtlety of meaning • Tense changes appropriate; verbs may refer to continuous action
	Poetry (imagery) Flanders Field – John McCrae	Children will take inspiration from Flanders Field and write their own emotive poetry	To entertain Children will share their poems in our Remembrance Service	<ul style="list-style-type: none"> • Repetition (text) • Similes used • Syllable pattern to be considered 	<ul style="list-style-type: none"> • Repetition (text and rhythm) • Metaphors used • Similes used to add effect • Onomatopoeia used
	Instructions Egyptians	Children will produce instructions on how to make a Shaduf	To inform Instructions to be used to create a Shaduf in Outdoor Education.	<ul style="list-style-type: none"> • Each area clearly identified. • Organised into clear points denoted by time. • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Adverbials 	<ul style="list-style-type: none"> • Sentences include precautionary advice • Informal • tips/suggestions are included to heighten the engagement. • Variation in sentence structures • Include adverbs to show how often
Spring	Non-Chronological report Planet S.O.S – Marie Rhode	Children will write a non-chronological report about environmental issue of their choice	To inform Completed texts will be used within an 'Eco Exhibition' for parents	<ul style="list-style-type: none"> • Clear introduction. • Sections shaped around a key topic sentence. • Use of sub-headings. • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent • Adverbials 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Sections organised correctly into key ideas. • Sub-headings are used to organize information • Variation in sentence structures • Use embedded/relative clauses • Include adverbs to show how often • Sentences build from a general idea to more specific. • Use technical vocabulary to show the reader the writer's expertise.
	Persuasive Planet S.O.S	Children will choose an environmental issue and write a persuasive text encouraging our	To persuade Children's completed texts will go towards our Eco-Exhibition display for parents	<ul style="list-style-type: none"> • Clear introduction. • Points about subject/issue • Organised into paragraphs • Simple sentences with extra description. 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheading

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		school community to help over come this		<ul style="list-style-type: none"> Some complex sentences using when, if, as etc. Tense consistent Adverbials Start sentences with verbs 	<ul style="list-style-type: none"> Topic sentences Variation in sentence structures Use embedded/relative clauses Include adverbs to show how often More complicated rhetorical questions
	Explanation Text Water Cycles	Children will write an explanation text for the water cycle	To explain Children's completed explanation texts will go towards our Eco-Exhibition display for parents	<ul style="list-style-type: none"> Each area clearly identified. Organised into clear points denoted by time. Simple sentences with extra description. Some complex sentences using when, if, as etc. Adverbials 	<ul style="list-style-type: none"> Sentences include precautionary advice Informal tips/suggestions are included to heighten the engagement. Variation in sentence structures <p>Include adverbs to show how often</p>
	Narrative Stories from different cultures The Egyptian Cinderella	Children will adapt a well known fairy tale using their knowledge of different cultures	To entertain Children will share their completed texts with Blackman Class	<ul style="list-style-type: none"> Time and place are referenced to guide the reader through the text Organised into paragraphs Cohesion is strengthened through relationships between characters Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent Dialogue is realistic and conversational in style Verbs used are specific for action Adverbials Expanded noun phrases 	<ul style="list-style-type: none"> Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis Variation in sentence structures Use embedded/relative clauses Include adverbs to show how often or add subtlety of meaning Tense changes appropriate; verbs may refer to continuous action
Summer	Newspaper Reports Pompei	Children will write a newspaper report around the eruption of Vesuvius	To inform Newspaper reports will be shared with Dahl Class when they answer they focus on weather and natural disasters.	<ul style="list-style-type: none"> Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline. Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent Adverbials 	<ul style="list-style-type: none"> Clear introduction and conclusion. Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. Paragraphs organised correctly into key ideas. All newspaper layout features included. Bold eye-catching headline which includes alliteration. Variation in sentence structures Use embedded/relative clauses Include adverbs to show how often
	Narrative – dilemma River Whale – Sita Brahmachari	Children will predict a write the next chapter of the text in the style of Sita Brahmachari	To entertain Children will share their completed pieces with a peer in their class	<ul style="list-style-type: none"> Time and place are referenced to guide the reader through the text Organised into paragraphs Cohesion is strengthened through relationships between characters Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent Dialogue is realistic and conversational in style Verbs used are specific for action Adverbials Expanded noun phrases 	<ul style="list-style-type: none"> Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis Variation in sentence structures Use embedded/relative clauses Include adverbs to show how often or add subtlety of meaning Tense changes appropriate; verbs may refer to continuous action
	Diary Stig of the dump – Clive King	Children will write a diary entry from the point of view of Barney	To inform Children will use their diary entries within drama session monologuing	<ul style="list-style-type: none"> Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact 	<ul style="list-style-type: none"> Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events.

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				<ul style="list-style-type: none"> • Simple sentences with extra description. Some complex sentences using when, if, as etc. • Tense consistent • Adverbials 	<ul style="list-style-type: none"> • Elaboration is used to reveal the writer's emotions and responses. • Variation in sentence structures e.g. While we watched the sea lion show... • Use embedded/relative clauses • Include adverbs to show how • Sentences build from a general idea to more specific. • Use emotive language to show personal response
	Letter Writing Stig of the dump – Clive King	Children will write a letter to a friend from the point of view of Barney telling them all about Stig	To inform Children's letter will be 'sent' to a friend where a hot seating activity will be carried out between 'Barney' and the recipient.	<ul style="list-style-type: none"> • Clear introduction. • Points about the visit/issue Organised into paragraphs denoted by time/place. • Topic sentences. • Some letter layout features included. • Simple sentences with extra description. • Some complex sentences using when, if, as etc. • Tense consistent • Adverbials 	<ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organized correctly into key ideas. • All letter layout features included. • Variation in sentence structures • Use embedded/relative clauses • Include adverbs to show how often

UKS2					
Term	Genre & Stimulus	Outcome	Purpose & Audience	Features	
				Year 5	Year 6
Autumn	Biography Romans	Children will chose a character from the Roman period they are studying, carry out research and write a biography about them.	To inform Children will use their biographies to teach a member of Morpurgo Class about their chosen person	<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. 	<ul style="list-style-type: none"> Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen
	Balanced Argument Pig Heart Boy – Malory Blackman	Children will write a balanced argument around whether Cameron (from the Pig Heart Boy) should be able to have a pig's heart transplanted into his body.	To explain Children will use their completed piece to support in a drama session using conscience alley	<ul style="list-style-type: none"> Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. Both view points are transparent for reader. Emotive language used throughout to engage the reader. Sentence length varied Active and passive voice used deliberately to heighten engagement. Persuasive statements are used 	<ul style="list-style-type: none"> Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised and clear. Verb forms are controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Complex noun phrases used to add detail Prepositional phrases used cleverly.
	Poetry – emotive Flanders Field – John McCrae	Children will take inspiration from Flanders Field and write their free verse own poem from a soldier's point of view standing on the battle field.	To entertain Children will share their completed poems in our Remembrance Service	<ul style="list-style-type: none"> Mood and tone clear Personification Structure of poem considered An awareness of vocabulary choice and audience shown Lines and verse carefully used 	As year 5 but all aspects have been explored and used with purpose and intent
	Narrative Windrush Child – Benjamin Zephaniah	Children will predict what they believe will happen next in the Windrush Child and write the next chapter in the style of Benjamin Zephaniah.	To entertain Children will share their completed text with a peer in their class	<ul style="list-style-type: none"> Opening and resolution shape the story Structural features of narrative are included Paragraphs varied in length and structure. Pronouns used to hide the doer of the action Sentence length varied Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) Repetition is used for effect e.g. the boys ran and ran until they could run no more. 	<ul style="list-style-type: none"> The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text Viewpoint is well controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Figurative language used to build up description Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly.
Spring	Non chronological report Colours of History – Clive Gifford	Children will use their knowledge gained of the Battle of Hastings to write a non-chronological report.	To inform Children will use this writing along with their art and learning in Geography and History to create an exhibition for parents about the Battle of Hastings.	<ul style="list-style-type: none"> Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical language used throughout to engage the reader 	<ul style="list-style-type: none"> The report is well constructed and answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position

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			To inform	<ul style="list-style-type: none"> Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions 	<ul style="list-style-type: none"> Complex noun phrases used to add detail Prepositional phrases used cleverly.
	Persuasive writing Battle of Hastings	Children will write a letter to the king from the point of view as an advisor, they will advise the king to, or to not, go into battle.	Children use their completed texts to support in a hot seating session	<ul style="list-style-type: none"> Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view. Verb forms are controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Complex noun phrases used to add detail Prepositional phrases used cleverly. 	<ul style="list-style-type: none"> Developed introduction and conclusion using all the argument or leaflet layout features. Paragraphs developed with prioritised information. View point is transparent for reader. Emotive language used throughout to engage the reader Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions Complex sentences that use well known economic expression. Persuasive statement are used to change the readers opinion.
	Poetry – imagery Journey to the river sea – Eva Ibbotson	Children will take inspiration from Journey to the river sea and the vocabulary used to create their own poem narrative considering the image of the Amazon that they want to convey.	To entertain Children will perform their poems in a recital for parents	<ul style="list-style-type: none"> Rhyme used Structure selected for a purpose Repetition Vocabulary choice Hyperbole 	As year 5 but all aspects have been explored and used with purpose and intent
	Narrative Journey to the river sea – Eva Ibbotson	Children will write a 'short story' in the style of Eva Ibbotson using the same characters they have discovered within in the text.	To entertain Children will share their completed stories with a member of Dahl Class	<ul style="list-style-type: none"> Opening and resolution shape the story Structural features of narrative are included Paragraphs varied in length and structure. Pronouns used to hide the doer of the action Sentence length varied Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions Embedded subordinate clauses are used for economy or emphasis Figurative language used to build description (sometimes clichéd) Repetition is used for effect 	<ul style="list-style-type: none"> The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text Viewpoint is well controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Figurative language used to build up description Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly.
Summer	Personal recount Skysteppers – Ketherine Rundell	Children will write from the perspective of either Matteo or Mercedes about their experience	To describe Children will share their recount with a peer who will then complete a role on the wall using only what they have heard	<ul style="list-style-type: none"> Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organized chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective. Sentence length varied Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions 	<ul style="list-style-type: none"> The recount is well constructed and answers the readers questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply. Verb forms are controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position Complex noun phrases used to add Prepositional phrases used cleverly.
	Explanation text Science knowledge	Children will write an explanation text about the life cycle of an animal of their choice.	To explain Completed texts will be made into a book which will be in the library for children to view	<ul style="list-style-type: none"> Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite Choose appropriate adjectives Use appropriate punctuation such as colons and brackets 	<ul style="list-style-type: none"> Fronted adverbials use to clarify writers position e.g. If the temperature gets too high... Complex noun phrases used to add detail e.g. The raising temperature can cause gas to condense. Use a range of punctuation accurately

*This document shows the areas of writing that will be taught and produced throughout the year, there is however many other opportunities to apply and develop these skills throughout the curriculum that are not shown on this document

	Newspaper Report Storm Keepers Island – Catherine Doyle	Children will write a newspaper report from a key event chosen from the text	To inform All reports will be made into a single newspaper which will accompany the text when shared with Blackman Class in the future	<ul style="list-style-type: none"> Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive. Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions 	<ul style="list-style-type: none"> Newspapers well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritised according to importance and a frame of response set up for the reply. Headlines include puns. Verb forms are controlled and precise Modifiers are used to intensify or qualify Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly
	Letter Writing Apprentice project	Children will write a formal letter seeking permission to carry out the Apprentice project	To persuade All letters will be passed on to Headteacher for them to decide whether or not they can carry out the Apprentice Project	<ul style="list-style-type: none"> Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal language used throughout to engage the reader Active and passive voice used deliberately to heighten engagement. Wide range of subordinate conjunctions 	<ul style="list-style-type: none"> Letter well constructed that answers the reader's questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply. Verb forms are controlled and precise Modifiers are used to intensify or quality Sentence length and type varied according to purpose. Fronted adverbials used to clarify writers position Complex noun phrases used to add detail Prepositional phrases used cleverly.