

## EY Overview of Writing

<b>Aut 1</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Able to attend to simple stories and display an increasing ability to listen. Able to engage in rhyming activities.</li> <li>• Use mark making and some recognisable letters in play and teacher led activities</li> </ul>						
	<b>Rationale:</b> In Autumn 1 the children focus on developing physical, communication and language and personal, social and emotional skills. Texts covered allow the children to cover these skills through discussions around themselves, family, friends and the things that are important to them. With support the children will construct sentences verbally for an adult to scribe. As the children are taught Phase 2 phonics they will begin to use some of these sounds in their writing. The children also use this half term to settle in to the rules and routines of Reception.						
	Settling in Rules and Routines Getting to know the children	Dan and Diesel  Me and My Family  Draw and talk about family	Paper Dolls  My Friends  Make paper chain of friends and talk about them	Grandad's Island  Special Places  Draw picture of special place and talk about it.	Whiffy Wilson  Keeping Healthy  Draw and discuss ways to keep healthy	Oliver's Vegetables  Keeping Healthy  Order and discuss instructions for making vegetable soup	The Gingerbread Man  Traditional Tale  Sequencing Retell
<b>Aut 2</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Speak in a full sentence using the correct tense and word order, e.g., describe an object and compare it to another – when prompted or supported</li> <li>• Begin to form lower-case letters correctly as they learn the sounds</li> <li>• Hears and says the initial sound in words</li> <li>• Use mark making and some recognisable letters in play and teacher led activities</li> <li>• Use word mats to support writing tricky words</li> </ul>						
	<b>Rationale:</b> In Autumn 2 the children continue to developing physical, communication and language and personal, social and emotional skills. The texts covered link to our 'Aliens' topic of and to events such as Remembrance Day, Autumn and Christmas. With support the children construct sentences and begin to write captions/sentences including finger spaces.						
	Autumn Walk  Natural World  Description of senses on walk	Lest We Forgot  Remembrance Day  Description of poppies	Beegu  Aliens  Description of Beegu – Lost Poster	Beegu  Aliens  Feelings related to Beegu.	Beegu  Aliens  Description of Beegu's home planet	Christmas    Christmas Story	Christmas    Letter to Santa

<b>Spr 1</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Uses new taught vocabulary in context</li> <li>Compose a simple sentence orally and hold it with support</li> <li>Write taught digraphs and tri-graphs by copying a model</li> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words</li> <li>Begin to use a capital letter at the start of a sentence and full stop at the end with support</li> </ul>						
	<b>Rationale:</b> In Spring 1 the children focus on texts linked to our 'Pirates' topic. They will cover a range of genres including a letter, descriptions, a recount and a fact file. The children will construct their own sentence and be more independent in writing the sentence down.						
	The Night Pirates  Pirates  Description of Tom's feelings	The Night Pirates  Pirates  Letter to the Night Pirates	Pirates love Underpants  Pirates  Description of pants	Pirates love Underpants  Pirates  Description of what you would do in your pants eg dance, jump etc	Trip to Trincomalee  Pirates  Recount of favourite part of the trip	Sea monsters  Pirates  Description of their sea monster looks like	Sea monsters  Pirates  Fact file of other features eg eats, lives
<b>Spr 2</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Write CVC words by segmenting the sounds</li> <li>Compose a sentence orally and have a go at writing it down</li> <li>Begin to use a capital letter at the start of a sentence and full stop at the end with increasing independence.</li> <li>Forms most lower-case letters accurately by copying a model</li> <li>Use simple conjunctions with support</li> <li>Begin to include adjectives with support.</li> </ul>						
	<b>Rationale:</b> In Spring 2 the texts will focus on our 'Dinosaur' topic. They will cover different genres such as poetry, sequencing and retelling a story and labelling. The children will continue to build on previous skills and will be able to write a sentence using finger spaces, a full and a capital with increasing independence.						
	Bumpus Jumpus Dinosaurumpus  Dinosaur  Write a poem based on book	Bumpus Jumpus Dinosaurumpus  Dinosaur  Perform poem	Mother's Day Cards  Write Mother's Day Card	The Dinosaur that pooped the Pirate  Dinosaur  Sequence and retell story	Label Dinosaur  Dinosaur  Labels Dinosaur Review – favourite dinosaurs		
<b>Sum 1</b>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Write full name accurately including capital letters</li> </ul>						

- Include adjectives with some support
- Form recognisable letters, most of which are correctly formed.
- Write some cvc, ccvc or cvcc (linked to phonics)
- Write short sentences with words with known sound-letter correspondences, sometimes using a capital letter and full stop.
- Write phase 2 and some Phase 3 tricky words
- Use simple conjunctions with some support

**HA:**

- Begin to include adjectives with increasing independence
- Use simple conjunctions with increasing independence.

**Rationale:**

In Summer 1 the texts link to the topic of ‘What’s in My Garden’. The children will be building on previous skills and including features such as adjectives and conjunctions with increasing independence. The children will now be working more independently to write sentences using finger spaces, full stops and capital letters. The children will continue to put their knowledge about different genres in to practise.

We’re Going on a Bear Hunt	We’re Going on a Bear Hunt UTW	The Tiny Seed - Lifecycle of a Sunflower	Lifecycle of a Butterfly	Handa’s Surprise	Handa’s Surprise	Minibeast Experience
What’s in my Garden?	What’s in my Garden?	Lifecycle	Lifecycle	What’s in my Garden?	What’s in my Garden?	Recount of visit from Giant Minibeasts
Description of different natural items ch encounter along their journey.	Description of different natural items ch encounter along their journey.	Sequencing and label, write about lifecycle of a plant.	Sequencing and label, write about lifecycle of a butterfly	Description of fruit	Description of animals	

**Sum 2**

**Skills:**

- Form recognisable letters, most of which are correctly formed.
- Be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write cvc, ccvc or cvcc (linked to phonics)
- Compose a sentence orally and hold it, remembering what they are going to write.
- Write short sentences using known sound-letter correspondences, using a capital letter and full stop.
- Write phase 2 and some Phase 3 tricky words
- Write some high frequency words from memory
- Use simple conjunctions independently - and

**HA:**

	<ul style="list-style-type: none"> <li>• Include simple adjectives independently</li> <li>• Demonstrate an awareness of phase 3 and 4 in their writing</li> <li>• Write a short narrative</li> <li>• Writing for a purpose – eg describe mini beasts</li> <li>• Show awareness of the different audience for writing.</li> <li>• Re-read writing to check that it makes sense</li> </ul>					
	<p><b>Rationale:</b>          In Summer 2 the texts link to the topic of ‘What’s in My Garden’. The children will be building on previous skills and consolidating the skills they have been taught. The children will now be working independently to write sentences using finger spaces, full stops and capital letters. The children will be able to put knowledge about different genres in to practise.</p>					
	Jack and the Jelly Beanstalk	Jack and the Jelly Beanstalk	Gruffalo	Recount of school trip - Gruffalo	Instructions for making flap jacks	Review of Reception/ Looking forward to Year 1
What’s in my garden	What’s in my garden	Sequencing and retell story	Recount of trip to Danby Woods	Recipe	Advise	Create picture of family and look back at picture from September.
Sequence and retell story	Sequence and retell story					
	Father’s Day Cards					

**Whole School Overview of Writing – genres**

Type	Outline	Form/Genre Examples	Y1	Y2	Y3/Y4	Y5	Y6
Expository	Informs or explains something to the reader.	Lists and captions	All About Me Materials & Maps	-	-	-	-
		Instructions / Procedural	Making Bunting - DT	Making African surprise	-Teeth combo*		
		Formal / informal letters	informal letter to LL	To Santa The day the crayons quit		Persuasive letter – linked to science topic	Letter of complaint
		Non-chronological report	factual description - Animals Plants	Geography – Masai Tribe	Teeth combo Non-chronological report / instructions combo*	Animals - penguins	Hexapod
		Biography	sentence about artist – Art Week			Jane Goodall	
		Explanation report	-	Here we are-About Earth	Until I met Dudley	Digestion	Anglo Saxon Battle
		Newspaper report	-		Tuesday	WWII linked	
Descriptive	Taps into the five senses to effectively conjure images of people/places and things.	Poetry	Autumn poetry	Quangle Wangles hat What a wonderful world	Winter poetry	Highwayman study	Rap
		Setting description	Meerkat Mail	Charlie & T C F-Chocolate room	The BFG	The Explorer - rainforest	Wing
		Characterisation	Jack and the beanstalk Miximals description	Charlie & T C F-Willy Wonka	Iron Man	Cosmic – car salesperson	The Graveyard book
		Recount	Trip – Shildon?	School trip		Transporter Opening	Letter from a Lighthouse
Narrative	Outlines a process/event in chronological or sequential order.  Narrative genres also attached to specific skill progression below.	Short story – features of a whole story	retell 3 little pigs different culture -	Retell-The three Billy Goats Gruff	Journey	Mr Morris Lessmore	Kensuke's Kingdom
		Narrative - suspense					
		Narrative - dialogue	postcard from Paddington - London	alternative billy goat's gruff ending	Lost Happy Endings	The Present - video	
		Narrative					
		Diary entry	LRRH	Great Fire of London Sampson's Titanic Journey		*Transporter Bridge recount	
		Myth / Legend	-	-	Dragon Slayer		
		Play-script	-	-	Traditional Tale		
		Flashback	-	-	-		Piano - Video
Opinion / Argument	Seeks to persuade or change how a reader thinks / considers opposing views.	Review	Comparison of seasons	Book review			
		Persuasive advert / leaflet	-	Plastic in the ocean	Astro World	*Letter	*Letter
		Balanced argument	-	-	Chocolate for breakfast?		Social Media
		Persuasive speech transcript	-	-	-	The Youngest Marcher persuasive speech – racial discrimination	Greta Thunberg persuasive speech about climate change

Whole School Overview of Writing – units

## Rationale behind the writing units (EY in their overview)

Year	Autumn 1 – Genre 1	Autumn 1 – Genre 2	Autumn 2 – Genre 1	Autumn 2 – Genre 2	Spring 1– Genre 1	Spring 1 – Genre 2	Spring 2 – Genre 1	Spring 2– Genre 1	Summer 1– Genre 1	Summer 1 – Genre 2	Summer 2 – Genre 1	Summer 2– Genre 1			
1	<a href="#">Lists and labels</a> – topic related  <a href="#">Lists and labels (2)</a> Simple sentences	<a href="#">Instruction s</a> – Making Bunting  Autumnal poetry	<a href="#">Character description</a> Jack and the Beanstalk	<a href="#">Letter</a> to Mrs Lidgard	Traditional Tale – 3 little pigs - <a href="#">retell</a>	<a href="#">Postcard</a> from London – Paddington	Art week - <a href="#">sentences about artist</a>	<a href="#">Factual description</a> - Animals	<a href="#">Character description</a> Miximals	<a href="#">Stories from diff culture</a> –	<a href="#">Setting description</a> – Meerkat Mail	<a href="#">Non Chron – reports</a> – plants	<a href="#">Diary</a> – LRRH	<a href="#">Recount</a> trip – Shildon??	<a href="#">Compariso n</a> between the seasons
2	<a href="#">Explanatio n Report-</a> Here we are	<a href="#">Diary-</a> The great fire of London	<a href="#">Poetry-</a> The Quangle wangles hat	<a href="#">Narrative- Retell-</a> The 3 Billy goats Gruff	<a href="#">Book review-</a> <a href="#">Informal letter-</a> Letter to Santa	<a href="#">Fact file- Report- Persuasive argument</a> David Attenboroug h Plastic in the Ocean	<a href="#">Description-</a> Charlie and the choc factory-room	<a href="#">Description-</a> Willy Wonka	<a href="#">Recount-</a> school trip	<a href="#">Report- Africa-</a> Maasai tribe/animals <a href="#">Instructions-</a> African food	<a href="#">Diary-</a> Sampson's Titanic journey	<a href="#">Persuasive Letter-</a> The day the crayons quit	<a href="#">Description-</a> Habitat	<a href="#">Poetry-</a> What a wonderful world	
3* NOT 2022/23	Star in a jar – <a href="#">setting description</a>	Autumn is here <a href="#">Poetry</a>	Stone Age Boy <a href="#">Character Description</a>	Holiday Brochure <a href="#">Stonehenge</a>	True story of three little pigs <a href="#">Traditional Tale</a>	My strong mind - <a href="#">instructional</a>	Skeletons and muscles <a href="#">Non- Chronological Report</a>	Chocolate – Narrative Poem Not JC	The incredible book eating boy <a href="#">Comedy</a>	The secret of black rock <a href="#">Adventure</a>	Blue umbrella – <a href="#">Romance</a> -	Street beneath my feet <a href="#">Explanation</a>			
4	BFG – <a href="#">Setting Description</a>	Iron Man - <a href="#">Character Description</a>	<a href="#">Balanced argument</a> – Should we eat chocolate for breakfast?	<a href="#">Winter Poetry</a>	Dragon Slayer - <a href="#">Myth</a>	Lost happy endings – <a href="#">Fantasy Opening</a>	Until I met Dudley <a href="#">Explanation</a>	Journey - <a href="#">Short story</a>	Teeth <a href="#">Non-Chron Report</a>	Astro World - <a href="#">Persuasive holiday brochure / leaflet</a>	Tuesday – <a href="#">Newspaper report</a>	Traditional Tales - <a href="#">Playscript</a>			
5	The Present – <a href="#">Dialogue</a>	Poetry study _ The Highwayman	Transporter – own planning – <a href="#">diary</a>	Hatsheput – <a href="#">Biography</a> of Jane Goodall	Explorer – <a href="#">setting desc</a>	Emperor Penguin – <a href="#">Non chronological report</a>	Mr Morris Lessmore – JC planning <a href="#">Description</a>	Cosmic – <a href="#">Characters description</a>	The Youngest Marcher – <a href="#">persuasive speech</a>	<a href="#">Formal letter</a> linked to science topic	Digestive - <a href="#">explanation</a>	<a href="#">Newspaper</a> – linked to topic of WWII			
6	<a href="#">Piano – narrative</a>	Rap Poetry	Anglo Saxon Battle - <a href="#">Explanation</a>	Letter to Scrooge - <a href="#">Persuasive Letter</a>	Wing – <a href="#">Narrative – setting description</a>	Letters from a Lighthouse - <a href="#">Recount</a>	Social Media - <a href="#">N/F-Balanced argument</a>	The Graveyard Book - <a href="#">character desc / Narrative</a>	(SATS) Complaint letter - <a href="#">Formal letter</a>	Hexapod <a href="#">Non chron report</a>	(Moderation) Greta - <a href="#">Info speech</a>	Kensuke's Kingdom - <a href="#">Adventure story</a>			

### Year 1

Unit name	Genre	Rationale
	Lists and captions	The introduction to writing for a purpose and simple sentences as transition from Reception
Making Bunting	Instructions	Links to DT topics and writing simple sentences for non-fiction.
Autumn	Poetry	Beginning to develop use of description in simple sentences.
Jack and the beanstalk	Character description- giant	Uses some synonyms for simple words like 'big' that are then used across many genres of writing. Beginning to develop use of adjectives
	Letter	Writing for a purpose – sharing learning about
Three Little Pigs	Traditional Tale	Links to Reception work on fairy tales. Developing story structure beginning, middle, end and story language.
Paddington	Postcard	Link to Geography – UK. Develop sequencing vocabulary

Art Week	Biography	Simple sentences linked to Artist for Art Week. Develop factual writing for non-fiction.
Animals	Factual description	Links to Animals unit in Science. Extending factual sentences using vocabulary that is more varied.
Miximals	Character description	Links to Animals unit in science. Developing imaginative writing and use of descriptive vocabulary.
Handa's Surprise	Stories from Different cultures	Links to Geography around the world topic. Developing own story structure and descriptive vocabulary using simple sentences.
Meerkat Mail	Setting Description	Links to Geography around the world topic. Extending descriptive sentences.
Plants	Non Chron Report	Links to Science plants topic. Developing organisation of information in non-fiction writing.
LRRH	Diary	Links to earlier work on traditional Tales – 3LP. Building on story language.
SHILDON???	Recount	Link to George Stephenson History. Develop sense of chronology and sequencing vocabulary.
Seasons	Comparison	Link to ongoing science through year.

## Year 2

Unit name	Genre	Rationale
Here we are	Report	An introduction to writing for non-fiction. Beginning to develop writing simple sentences with the use of basic punctuation.
The Great Fire of London	Diary	Links to history topic for knowledge and vocabulary.
The Quangle Wangles hat	Poetry	Develop the use of description and using adjectives and commas to separate them. Links to phonics, rhyme, rhythm and performance poetry.
3 Billy Goats Gruff	Retell/narrative	Builds on traditional tales from Year 1 and reception. Develop stamina in writing, story structure and language and a range of punctuation such as question and exclamation marks.
	Book review	Building on vocabulary based and books and basing an opinion around them. Writing simple sentences.
Santa	Letter	To introduce the use of commas to separate items in a list and to use capital letters for proper nouns.
Plastics in the ocean	Fact File/ Report	To build awareness of an environmental worldwide issue. To use emotive language and introduce the use of exclamation marks.
Charlie and the chocolate factory	Description	To use adjectives, verbs and adverbs and to build on tier 3 vocabulary. Building on reading a longer text.
Charlie and the chocolate factory	Description	To extend descriptive sentences and to introduce similes. To consolidate and build on tier 3 vocabulary from previous unit.
School Trip	Recount	Links to science and its specific vocabulary. Able to reflect on their own personal experiences.
Africa	Report	Links to Geography Africa topic for knowledge and vocabulary. Develop organising of a text (headings/sub-headings) and drawing knowledge from reading.
Africa	Instructions	Links to Geography Africa topic. Able to consolidate learning from Unit 2 including the use of imperative verbs.
Titanic	Diary	Links to History Titanic topic for knowledge and vocabulary. Able to consolidate knowledge from unit 3.
The day the crayons quit	Persuasive letter	Introduce rhetorical questions and persuasive language. Build on using apostrophes for possession.
Habitat	description	Links to science and DT habitats topic for knowledge and vocabulary.
What a wonderful world	Poetry	To consolidate the use of similes and develop their creative sentence construction. Use the tier 3 adjectives that have been taught throughout the year.
Traditional Tale	Alternative ending / Chapter	To draw on knowledge gained throughout the year using a range of punctuation, word types and sentence types. Consolidate the use of inverted commas.

## Year 3/4

Unit name	Genre	Rationale
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BFG	Setting description	No prior knowledge needed. Consolidation of adjectives, expanded noun phrases and Y2/3 sentence types.
Iron Man	Character description	Build on vocabulary and sentence types from setting description. Develop skills for story writing for later in the year.
Balanced argument	Should we eat chocolate for breakfast?	To introduce contrasting conjunctions, paragraphs and formal style. Fact vs opinion.
Winter poetry	Poetry	To use descriptive language relating to the time of year. Link to speaking and listening objectives.
Lost happy endings	Fantasy opening	To continue to develop vocabulary for narrative fiction and use different sentence types.
Dragon. slayer	Myth	To continue to develop writing stories with a clear plot. Link to settings and characters from earlier units.
Until I met Dudley	Explanation	Beginning to use a range of cohesive devices. Develop knowledge of paragraphs
Journey	Short story	More complex use of character, setting and well-paced narratives to engage the reader and add atmosphere.
Teeth	Non-chron	Link to science knowledge. Use appropriate structure in non-fiction texts.
Astroworld	Persuasive brochure	To introduce sentence types (rhetorical questions) to engage the reader. To independently structure a text with paragraphs.
Tuesday	Newspaper report	Most challenging type of text to maintain an accurate tense throughout.
Traditional tales	Playscript	Link to speaking and listening objectives.

#### Year 5

Unit name	Genre	Rationale
The Present	Retell story starter	Starting with a non-connected narrative piece that reinforces Y4 skills like fronted adverbials. A retell means the children are not needing to think about the content of their writing as it is pre-determined, but the skills they need to show.
The Highwayman	Poetry study	A 5 lesson study of the narrative poem The Highwayman. This looks at the language features, characters in depth and the themes, as well as presenting an opportunity to learn poetry by heart.
Transporter	Historical recount	Links to Middlesbrough topic and trip to Transporter. The children will have been to see the Transporter as an experience day on the heritage Trail.
Jane Goodall	Biography	Links to topic of rainforest for habitat words for orang-utans no need for paragraph cohesion – instead of cohesion within paragraph. Some more basic opportunities for conjunctions and an opportunity for practising the quotation punctuation.
Explorer	Setting description	Links to topic of rainforest due to the setting – similar vocabulary from Jane Goodall
Emperor Penguins	Non-chronological report	The easiest form on non-fiction writing to construct with conjunctions to add detail where. Needing to have paragraph cohesion
Mr Lessmore	Whole story	More complex narrative writing as children choose own direction for the story and a whole story, whereas The Tunnel was just an ending
Cosmic	Character description	Maintaining viewpoint across writing of two contrasting characters
Microbes	Formal letter	Link to the science topic on microbes. Formal letter to look at the text features required within the genre, practise the conjunctions introduced in biographical writing.
Digestive	Explanation	Non-fiction writing that links to current science topic and has the most complex vocabulary of all non-fiction writing, hence why it's done at the end. Some vocabulary links to the previous writing too so things can be reused.
World War II	Newspaper	is linked to WWII topic for knowledge. Due to the nature of the topic, this is taught at the end of the year. Journalistic writing is also hard to get correct, moreover, children need to be able to use passive voice and vary the tone of formality ready for Year 6. More time can be spent in topic time doing the appropriate research for the content.

#### Year 6

Unit name	Genre	Rationale
The Piano	Narrative	Consolidate and assess Y5 composition skills. Opportunity to develop vocabulary through imagery and character work.
Thinkers rap	Poetry	Expose children to modern poetry and encourage enjoyment. Write for a range of purposes.
Anglo Saxon Battle.	Explanation	Writing using historical knowledge from Anglo Saxon and Viking history study
Letter to Scrooge	Letter.	Explore a traditional Christmas story and use as stimulus for writing.
Wing	Narrative	Alternative ending which allows children to showcase writing skills in Y6: Dialogue, control of active and passive voice and personification.
Letters from a Lighthouse.	Recount.	Using a book for stimulus and plan own recount. Text acts as a model for children to develop planning and composition skills.



Social Media	Balanced discussion	This subjects has great significance for Y6 children and parents. Prompts discussion and learning. PSCO involvement planned.
Graveyard Book	Character description/ narrative.	Strong stimulus from this book in terms of vocabulary and character description that children can model from.
Restaurant Review	Letter of complaint.	Most children have experience to begin this work and opportunity to showcase Y6 writing skills.
Hexapods	Non-chronological report.	Children respond very well to the 'Pandora' stimulus and an opportunity to plan and write a balanced information text.
Greata	Speech	Hugely important subject of climate change to stimulate children and opportunity to develop oracy skills.
Kensuke's Kingdom	Narrative	Opportunity to plan and write a narrative using skills from across the year. Also, art work planned for end of year piece.