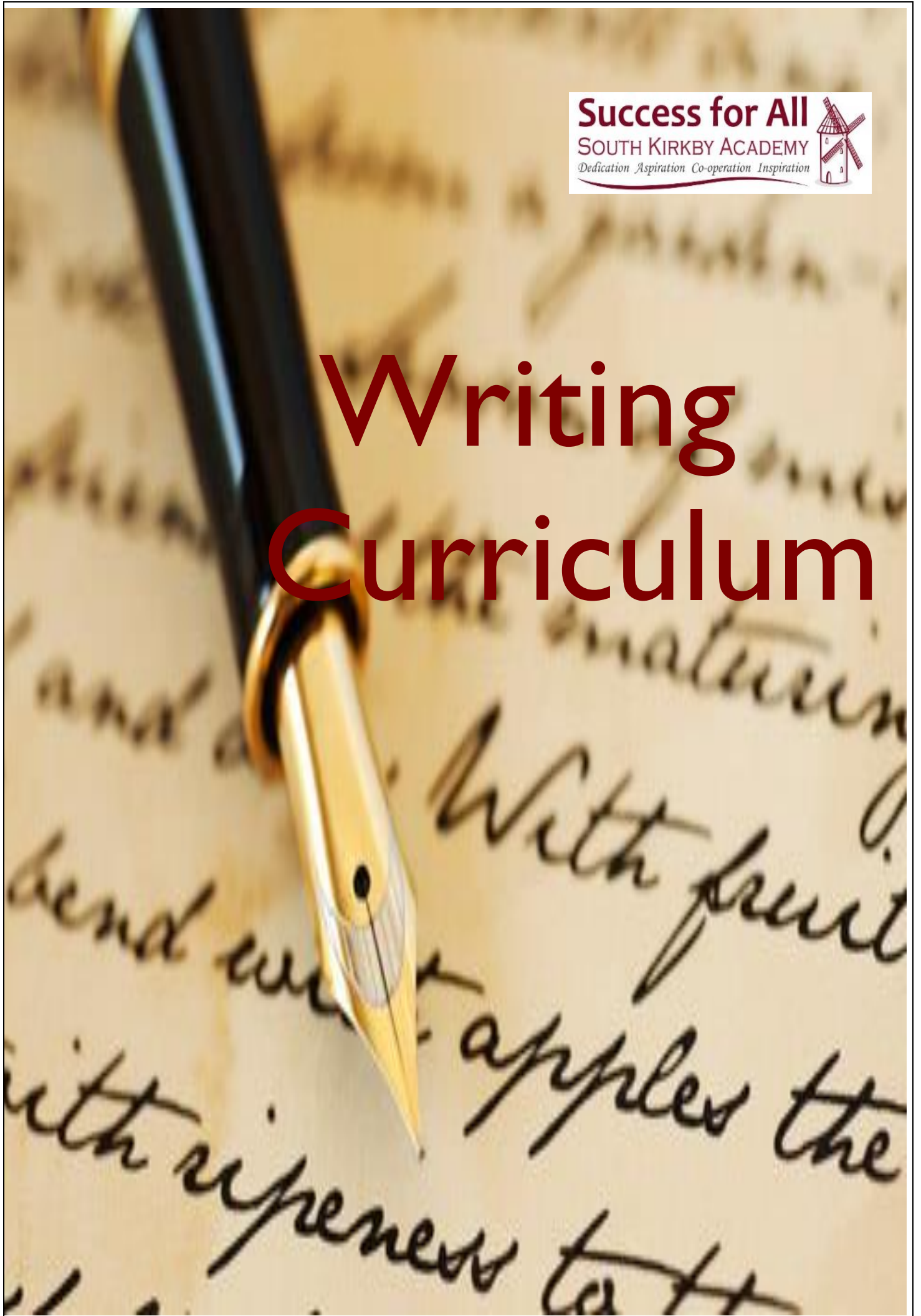


Success for All
SOUTH KIRKBY ACADEMY
Dedication Aspiration Co-operation Inspiration



Writing Curriculum



Writing Overview

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Character description</p>  <p>Narrative and Setting</p> <p><i>Writing NARRATIVE</i></p> 	<p>Diary Writing</p>  <p>Instruction Writing</p> 	<p>Poems for Performance</p>  <p>Report Writing</p> 	<p>Non-Chronological Reports</p>  <p>Poetry</p> 	<p>Playscript</p>  <p>Myths and Legends</p> 	<p>Persuasive Writing</p>  <p>Letter Writing</p> 
Year 4	<p>Instruction Writing</p>  <p>Persuasive Writing</p> 	<p>Narrative and Setting</p> <p><i>Writing NARRATIVE</i></p>  <p>Poetry</p> 	<p>Myths and Legends</p>  <p>Character description</p> 	<p>Non-Chronological Reports</p>  <p>Explanation Writing</p> 	<p>Recount Writing</p>  <p>Letter Writing</p> 	<p>Playscript</p>  <p>Newspaper reports</p> 
Year 5	<p>Narrative Writing</p> <p><i>Writing NARRATIVE</i></p>  <p>Persuasive Writing</p> 	<p>Newspaper Reports</p>  <p>Report Writing</p> 	<p>Non-Chronological Reports</p>  <p>Setting description</p> 	<p>Diary Writing</p>  <p>Explanation Writing</p> 	<p>Recount Writing</p>  <p>Letter Writing</p> 	<p>Poetry</p>  <p>Adventure Writing</p> 

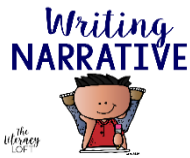
Diary Writing



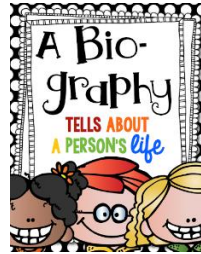
Non-Chronological Report



Narrative Writing



Biography



Newspaper Reports



Descriptive Writing



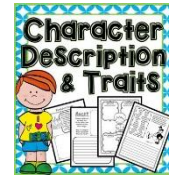
Persuasive Writing



Persuasive Writing



Character Description



Review Writing

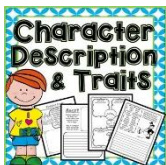







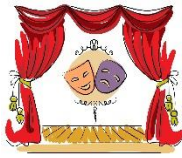





Narrative Writing.


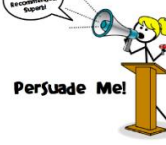



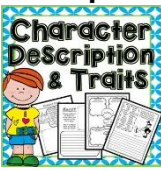

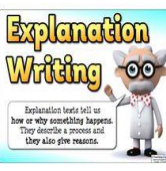






Advertisement Writing






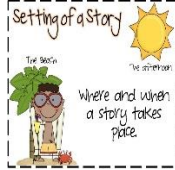

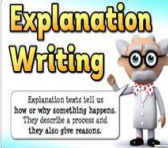






	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Overview	<p>Character description</p>  <p>Narrative and Setting</p> <p><i>Writing NARRATIVE</i></p> 	<p>Diary Writing</p>  <p>Instruction Writing</p> 	<p>Poems for Performance</p>  <p>Report Writing</p> 	<p>Non-Chronological Reports</p>  <p>Poetry</p> 	<p>Playscript</p>  <p>Myths and Legends</p> 	<p>Persuasive Writing</p>  <p>Letter Writing</p> 
Content	<p>Narratives - describing settings and characters.</p> <p>Creating settings, narrative and plot. Organising paragraphs around a theme. Speech, subordination, tense, expanded noun phrases.</p>	<p>Instruction writing. Punctuation.</p> <p>Commas in a list, conjunctions. Organising paragraphs around a theme.</p>	<p>Compose and rehearse sentences orally – Poetry. Reports. Non-narrative using simple organisational devices. Time adverbials, adjectives, apostrophes, commas.</p>	<p>Compose and rehearse sentences orally –Poetry. Reports. Non-narrative using simple organisational devices. Time adverbials, adjectives, apostrophes, commas.</p>	<p>Myths and Legends.</p> <p>Persuasive leaflet Time adverbials, adjectives, apostrophes, commas used correctly in lists.</p>	<p>Persuasive leaflet Time adverbials, adjectives, apostrophes, commas used correctly in lists.</p>
Key Vocab	<p>Expanded noun phrases, speech, narrative</p> <p>Year 3 / 4 words</p>	<p>Forest, author, illustrator, diary, accidentally, disappear, text, triumph, magical</p> <p>Year 3 / 4 words</p>	<p>Celandine, flower, survival, peculiar, promise, position, often, opposite, favourite, extreme, experiment</p> <p>Year 3 / 4 words</p>	<p>Non-chronological, paragraphs, sub-headings, lay-out. Language, structure, presentation</p> <p>Year 3 / 4 words</p>	<p>Myths, legends, persuasion, leaflet, features</p> <p>Year 3 / 4 words</p>	<p>Myths, legends, persuade leaflet, features</p> <p>Year 3 / 4 words</p>
Composition and Effect	<p>Pupils can write for different purposes.</p> <p>In narratives, some appropriate use of speech to convey character.</p>	<p>Write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p>	<p>The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features /vocabulary to inform thinking.</p>	<p>Features of writing mainly appropriate to the selected task.</p>	<p>In discussion with teacher, show an awareness of audience and purpose through formal/ informal language choices.</p>	<p>Some use of expanded noun phrases to describe adding relevant and meaningful detail.</p>


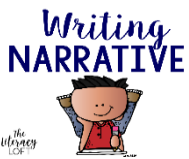


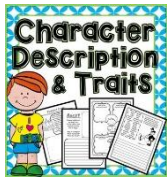


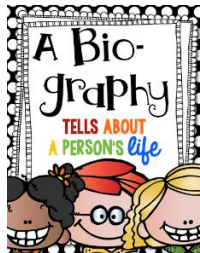




Organisation of text.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.	Some use of simple adverbials and pronouns to link sentences, sections or paragraphs.
Sentence Structure	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)	Some use of subordinating and co-ordinating conjunctions to join sentences with more than one clause (eg and, but, so, or, because, when, if)
Tense and Verb Forms	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.	Tense choice mostly consistent and grammatically accurate including use of present perfect tense where appropriate.
Punctuation	Capital letters and full stops consistently used accurately.	Use the range of punctuation taught, correctly.	Some correct use of inverted commas	Commas used correctly in lists	Apostrophes for singular possession used mostly correctly	Apostrophes for singular possession used mostly correctly
Handwriting	Letters are consistent in size and proportion with both letters and words evenly spaced.	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are consistent in size and proportion with both letters and words evenly spaced.	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are consistent in size and proportion with both letters and words evenly spaced.	Letters are consistent in size and proportion with both letters and words evenly spaced.
Re- draft Re -edit	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Instruction Writing</p>  <p>Persuasive Writing</p> 	<p>Narrative and Setting</p> <p><i>Writing NARRATIVE</i></p>  <p>Poetry</p> 	<p>Myths and Legends</p>  <p>Character description</p> 	<p>Non-Chronological Reports</p>  <p>Explanation Writing</p> 	<p>Recount Writing</p>  <p>Letter Writing</p> 	<p>Playscript</p>  <p>Newspaper reports</p> 
Content	<p>Write an Instruction on how to embalm a body.</p> <p>Write a travel brochure of the pyramids (persuasive writing).</p>	<p>To construct a setting description in a narrative.</p> <p>Write a poem about the river Nile</p> <p>To construct a setting description in a narrative.</p> <p>Write a poem about the river Nile</p>	<p>Myths and Legends retell a famous Geek Myth.</p> <p>Character description to design own Greek god.</p>	<p>Non Chronological report research plan, write and publish a report on ancient Greek life.</p> <p>Explanation on how a food chain works.</p>	<p>Recount of the eruption of Mount Vesuvius.</p> <p>Letter home from a Roman soldier.</p>	<p>Playscript</p> <p>Write a playscript about an exciting scene in the 1000-year boy.</p> <p>Newsletter</p> <p>Write a newspaper article about the fire that burned down the Oak Cottage.</p>
Key Vocab	<p>Instruction, embalm, persuade, travel, Brochure</p> <p>Year 3 / 4 words</p>	<p>Description, Narrative, poetry, setting.</p> <p>Year 3 / 4 words</p>	<p>Myths and Legends, Greek, description, design</p> <p>Year 3 / 4 words</p>	<p>Non chronological, report, research, publish, ancient, explanation</p> <p>Year 3 / 4 words</p>	<p>Recount, letter, Roman</p> <p>Year 3 / 4 words</p>	<p>Playscript, newsletter, article,</p> <p>Year 3 / 4 words</p>
Effect	<p>Pupils can write effectively for a range of purposes.</p>	<p>In narratives, describe settings and characters</p>	<p>The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing.</p>	<p>Features of text type or genre are appropriate for task e.g. layout, verb form and formality</p>	<p>Some use of dialogue to convey character</p>	<p>Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.</p>
Text	<p>Use of fronted adverbials and pronoun referencing to link within and between paragraphs</p>	<p>Use of fronted adverbials and pronoun referencing to link within and between paragraphs</p>	<p>Use of fronted adverbials and pronoun referencing to link within and between paragraphs</p>	<p>Use of fronted adverbials and pronoun referencing to link within and between paragraphs</p>	<p>Use of fronted adverbials and pronoun referencing to link within and between paragraphs</p>	<p>Use of fronted adverbials and pronoun referencing to link within and between paragraphs</p>
Hand - writing						

	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate	Letters are joined using diagonal and horizontal strokes where appropriate
Structure	Variation sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.	Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.	Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	Using a range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause.
Tense	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)
Punctuation	Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)	Use the range of punctuation taught, correctly.	Inverted commas used mainly correctly	Commas used to mark fronted adverbials – mainly correctly	Apostrophes for singular and plural possession used mainly correctly	Apostrophes for singular and plural possession used mainly correctly
Re -edit Re -draft	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Narrative Writing</p> <p><i>Writing</i> NARRATIVE</p>  <p>Persuasive Writing</p>  <p>Perseude Me!</p>	<p>Newspaper Reports</p>  <p>Report Writing</p> 	<p>Non-Chronological Reports</p>  <p>Setting description</p> 	<p>Diary Writing</p>  <p>Explanation Writing</p> 	<p>Recount Writing</p>  <p>Letter Writing</p> 	<p>Poetry</p>  <p>Adventure Writing</p> 
Content	Write a narrative from a survivor's point of view Use correct features of persuasion and a letter to convince Hygelec to send Beowulf to help	Write formally using reported and direct speech to create a newspaper report	Write a non-chronological report on daily life in Pompeii Write a scene description of before the event Write a scene description of after the event	Write a diary entry from a resident of Pompeii showing chronology of disaster Explanation of a volcano – links to Geography	Describe Victorian London Write a letter of complaint	Write an alternative ending to a narrative Write a poem linked to a local miner
Key Vocab	Vocabulary related to Beowulf Year 5/6 spelling list Vocabulary related specific to its genre including its features	Vocabulary related to Beowulf Year 5/6 spelling list Vocabulary related specific to its genre including its features	Vocabulary linked to text and period in history	Vocabulary linked to genre	Vocabulary linked to text and period in history	Vocabulary linked to genre
Effect	In narratives, describe settings, characters and atmosphere	Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires	Distinguish between the language of speech and writing and sometimes choose the appropriate register.	Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	Writing shows some awareness of levels of formality although this may not be well managed	Integrate dialogue in narratives to convey character and/or advance action

Text	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs	Using some cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs
Structure	Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text.	Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text.	Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause	Use of complex structures including the use of relative clauses. Sentence structures are varied throughout text.	Using a wider range of conjunctions (Subordinating and co-ordinating) to join sentences with more than one clause
Tense form	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.	Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.
Punctuation	Use the full range of punctuation taught in lower Key Stage 2 mostly correctly	Use the full range of punctuation taught in lower Key Stage 2 mostly correctly	Inverted commas used mostly correctly	Some correct use of punctuation for parenthesis.	Commas (clarify meaning and marking phrases and clauses)	Commas (clarify meaning and marking phrases and clauses)
Hand-writing	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Re -edit / Re-draft	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Proofread for spelling and punctuation errors	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Diary Writing</p> 	<p>Narrative Writing</p> <p><i>Writing NARRATIVE</i></p> 	<p>Newspaper Reports</p> 	<p>Persuasive Writing</p> 	<p>Character Description</p> 	<p>Narrative Writing.</p> <p><i>Writing NARRATIVE</i></p> 
	<p>Non-Chronological Report</p> 	<p>Biography</p> 	<p>Descriptive Writing</p> 	<p>Persuasive Writing</p> 	<p>Review Writing</p> 	<p>Advertisement Writing</p> 
Content	<p>Diary entry from the point of the main character.</p> <p>Report linked to W.W 11</p>	<p>Produce 1st person narrative from the point of an evacuee, accurately conveying thoughts and feelings.</p>	<p>Create/publish a newspaper report on the plane crash</p> <p>Description of above events</p>	<p>Write a persuasive letter.</p> <p>Write to a company to discourage deforestation</p>	<p>Create a character description (with some inclusion of action)</p> <p>Write a review based on the Ancient Greeks</p>	<p>Create a narrative description (with some inclusion of action)</p> <p>Write an advertisement to promote a Mythical creature</p>
Key Vocab	<p>Vocab linked to History; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>	<p>Vocab linked to History; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>	<p>Vocab linked to Exploration; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>	<p>Vocab linked to Exploration; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>	<p>Vocab linked to Myths and Legends; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>	<p>Vocab linked to Myths and Legends; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list</p>
Effect	<p>The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>	<p>Distinguish between the language of speech and writing and choose the appropriate register.</p>	<p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>	<p>The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p>	<p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p>

Organise Text	Use a range of devices to build cohesion. Examples include: Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms	Use a range of devices to build cohesion. Examples include: Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms	Use a range of devices to build cohesion. Examples include: Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms	Use a range of devices to build cohesion. Examples include: Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms	Use a range of devices to build cohesion. Examples include: Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms	Use a range of devices to build cohesion. Examples include: Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms
Sentence Structure	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.
Tense Verb Tense	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.
Punctuation	Use the range of punctuation taught in KS2 mostly correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.	Use the range of punctuation taught in KS2 mostly correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.	Use the range of punctuation taught in KS2 mostly correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.
Hand-writing	Maintain legibility in joined handwriting when writing at speed.	Maintain legibility in joined handwriting when writing at speed.	Maintain legibility in joined handwriting when writing at speed.	Maintain legibility in joined handwriting when writing at speed.	Maintain legibility in joined handwriting when writing at speed.	Maintain legibility in joined handwriting when writing at speed.
Re- draft Re- edit	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.

