



# Curriculum Design:

Including Endpoints

# Writing

## Writing Overview

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary. For further detail on the skills that your children are learning on a termly basis, please contact your class teacher.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Let's All Creep Through Crocodile Creek by Jonny Lambert	The Pirates Are Coming! by John Condon	Gigantosaurus by Jonny Duddle	The Sea Saw by Tom Percival
<b>Year 1</b>	Lost and Found by Oliver Jeffers  Outcome - Fiction: story based on the structure of the text	Nibbles by Emma Yarlett  Outcome - Recount: diary	Lion Inside by Rachel Bright  Outcome - Fiction: story based on the structure of the text	The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text	Toys in Space by Mini Grey  Outcome - Fiction: story based on the structure of the text	Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text
<b>Year 2</b>	Troll Swap by Leigh Hodgkinson  Outcome - Fiction: focus on characters	The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report	Dragon Machine by Helen Ward  Outcome - Fiction: adventure focus	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry	The Last Wolf by Mini Grey Outcome - Letter: letter in role	Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus
<b>Year 3</b>	Seal Surfer by Michael Foreman Outcome - Recount:	Winter's Child by Graham Baker-Smith	Big blue whale by Nicola Davies Outcome -	Escape from Pompeii by Christina Balit Outcome - Fiction:	Snow Dragon by Vivian French / Stone Age Boy by Satoshi	Journey by Aaron Becker Outcome - Fiction:

	letter in role	Outcome - Fiction: fantasy	Persuasion: leaflet	historical narrative	Kitamura Outcome - Non-chronological report	adventure story
<b>Year 4</b>	Gorilla by Anthony Browne Outcome - Fiction: fantasy story Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diaries	Leon and the place between by Graham Baker-Smith Outcome - Recount: diary	Escape from Pompeii by Christina Balit Outcome - Persuasion: leaflet	When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy	Where the Forest Meets the Sea by Jeannie Baker / Rainforests in 30 seconds by Jen Green Outcome - Non-chronological report	Blue John by Berlie Doherty Outcome - Letters & Explanation
<b>Year 5</b>	Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diaries	The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale	The Hunter by Paul Geraghty Outcome - Fiction: journey story	The Darkest Dark by Chris Hadfield Outcome - Recount: biography	The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: Hybrid leaflet	Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans) Outcome - Fiction: myth
<b>Year 6</b>	Star of Hope, Star of Fear by Jo Hoestlandt Outcome – Flashback story & Information text	Can we save the tiger? by Martin Jenkins Outcome - Hybrid text - information and explanation	Selfish Giant by Oscar Wilde and Ritva Voutila Outcome - Classic fiction & Explanation	Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome - Journalistic & Discussion	Manfish by Jennifer Berne Outcome - Narrative & Biography	<i>Sky Chasers by Emma Carroll</i>

## EYFS

- Give meaning to the marks they draw, write and paint
- Begin to break the flow of speech into words
- Continue a rhyming string
- Hear and say the initial sounds in words
- Segment the sounds in simple words and blend them together
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels, captions
- Attempt to write short sentences in meaningful contexts
- Use phonic knowledge to write words in way which match their spoken sounds
- Spell some common irregular words
- Write simple sentences which can be read by themselves and others
- Write phonetically plausible words

## Year 1

- Use plural noun suffixes -s and -es
  - Add suffixes to verbs where no change is needed to the root
  - Change the meaning of verbs and adjectives by adding the prefix un
  - Combine words to make sentences
  - Leave spaces between words
  - Join words and clauses using and
  - Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
  - Use a capital letter for names of people, places, the days of the week and the personal pronoun I
  - Use simple description
  - Spell words containing phonemes already taught
  - Spell common exception words Make phonically plausible attempts to spell words that have not yet been learnt
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- Say out loud what is going to be written about
  - Compose a sentence orally before writing it
  - Sequence sentences to form short narratives
  - Re-read what they have written to check that it makes sense

- Discuss what has been written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

## Year 2

- Form nouns and adjectives using suffixes Ad -er and -est to adjectives
  - Add -ly to turn adjectives into adverbs Use punctuation correctly: full stops, capital letters, exclamation marks, question marks
  - Use punctuation correctly: commas for lists Use punctuation correctly: apostrophes for contracted forms
  - Use punctuation correctly: apostrophes for the possessive (singular) Write sentences with different forms: statement, questions, exclamation, command
  - Use expanded noun phrases to describe and specify
  - Use present and past tenses correctly and consistently
  - Use the progressive form of verbs in the present and past tense Use sub-ordination (using when, if, that or because)
  - Use co-ordination (using or, and so, but)
  - Use homophones and near homophones
- Write narratives about personal experiences and those of others (real or fictional)
  - Write about real events
  - Write poetry Write for different purposes
  - Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary
  - Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections
  - Evaluate writing with the teacher and other pupils
  - Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
  - Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation

## Year 3

- Use adverbs to express time, place and cause
- Use prepositions to express time, place and cause
- Use conjunctions to express time, place and cause (when, before, after, while, so because)
- Use inverted commas to punctuate direct speech Group related ideas into paragraphs
- Use the present perfect form of verbs in contrast to the past tense
- Build an increasing range of sentence structures Form nouns with a range of prefixes
- Use a or an according to whether the next word begins with a vowel or consonant
- Build a varied and rich vocabulary
- In narratives, create settings, characters and plot
- In non-narrative, use simple organisational devices, such as headings and sub-headings, to aid presentation

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas Compose and rehearse sentences orally
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## Year 4

- Recognise the grammatical difference between plural and possessive 's'
- Use Standard English forms for verb inflections
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if, because, although)
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases
- Use fronted adverbials Use commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use inverted commas and other punctuation to punctuate direct speech
- Organise paragraphs around a theme Build a varied and rich vocabulary
- Use present and past tenses correctly and consistently, including the progressive form and the present perfect form

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- Discuss and record ideas Compose and rehearse sentences orally
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- In non-narrative material, use simple organisational devices
- Assess the effectiveness of own and others' writing
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## Year 5

- Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun
- Use devices to build cohesion within a paragraph
- Link ideas across paragraphs using adverbials of time, place and number Link ideas using tense choices
- Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis
- Variety of verb forms used correctly and consistently including the present perfect form Use commas after fronted adverbials (Y4)
- Organise paragraphs around a theme (Y4)
- Use inverted commas and other punctuation to punctuate direct speech (Y4)
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Précis longer passages Integrate dialogue to convey character and advance the action
- Use organisational and presentational devices to structure text
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense Distinguish between the language of speech and writing
- Choose the appropriate register Proof-read for spelling and punctuation errors
- Perform own compositions using appropriate intonation, volume and movement

## Year 6

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Use passive verbs
- Use the perfect form of verbs
- Use expanded noun phrases to convey complicated information concisely
- Link ideas across paragraphs using a wider range of cohesive devices (e.g. repetition, adverbials, ellipsis)
- Use hyphens to avoid ambiguity
- Use semi-colons, colons or dashes to mark boundaries between independent clauses
- Use a colon to introduce a list and use of semi-colons within lists
- Punctuate bullet points consistently
- Link ideas across paragraphs using a wide range of cohesive devices (Y5)
- Use modal verbs or adverbs to indicate degrees of possibility (Y5)
- Use brackets, dashes or commas to indicate parenthesis (Y5)
- Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)

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