

Writing Curriculum Map



| Foundation Stage | | | | | |
|--|--|---|---|---|--|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Purpose: <i>transcription focus (developing gross and fine motor skills, pattern and mark making)</i> | Purpose: <i>transcription focus (developing gross and fine motor skills, pattern and mark making)</i> | Purpose: <i>transcription focus (lower-case letter formation)</i> | Purpose: <i>transcription focus (lower-case letter formation)</i> | Purpose: <i>transcription focus (lower-case and capital letter formation)</i> | Purpose: <i>transcription focus (lower-case and capital letter formation, dictated sentences)</i> |
| Stimulus: <i>Variety of books read to the children</i> | Stimulus: <i>Variety of books read to the children</i> | Stimulus: <i>Variety of books read to the children</i> | Stimulus: <i>Variety of books read to the children</i> | Stimulus: <i>Variety of books read to the children and their experiences</i> | Stimulus: <i>Variety of books read to the children and their experiences</i> |
| Purpose: <i>spoken language focus</i> Focus: recognising the 'who' and 'what doing' in pictures | Purpose: <i>spoken language focus</i> Focus: recognising the 'who' and 'what doing' in pictures and using these to orally compose full sentences based upon what can be seen in the picture | Purpose: <i>composition focus</i> Focus: recognising the 'who' and 'what doing' in pictures and using these to orally compose sentences inspired by the characters in the book | Purpose: <i>composition focus</i> Focus: recognising the 'who' and 'what doing' in pictures and using these to orally compose sentences inspired by the characters in the book | Purpose: <i>composition focus</i> Focus: using their understanding of 'who' and 'what doing' to orally compose sentences inspired by books and their own experiences | Purpose: <i>composition focus</i> Focus: using their understanding of 'who' and 'what doing' to orally compose sentences inspired by books and their own experiences, and commit some of these sentences to paper |

Writing Curriculum Map



| Year 1 | | | | | |
|--|--|---|--|--|---|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Stimulus: 'Oi Dog' by Kes Gray and Claire Gray Purpose: <i>transcription focus</i> Focus: sentence writing (capital letters and full stops) | Stimulus: 'Oi Cat' by Kes Gray Purpose: <i>transcription focus</i> Focus: sentence writing (capital letters and full stops) | Stimulus: 'I'm in Charge' by Jeanne Willis Purpose: to entertain (story retelling) Focus: joining words using 'and', capital letters for names | Stimulus: 'Click Clack Moo' by Doreen Cronin Purpose: to communicate (notes) Focus: questions | Stimulus: 'Billy Goats Gruff' Purpose: to entertain (story retelling) Focus: <i>joining sentences using 'and'</i> | Stimulus: 'Captain Pugwash' by John Ryan Purpose: to describe (character description) Focus: <i>joining sentences using 'and', capital letters for names</i> |
| Stimulus: 'I Want my Hat Back' by John Klassen Purpose: to describe (object description) Focus: sentence writing (capital letters and full stops) | Stimulus: 'Aliens Love Underpants' by Claire Freedman Purpose: to describe (character description) Focus: sentence writing (capital letters and full stops) | Stimulus: 'This is the Bear' by Sarah Hayes Purpose: to entertain (story retelling) Focus: joining sentences using 'and' | | Stimulus: 'Little Red Riding Hood' Purpose: to express (recount) Focus: capital letter for 'I', exclamation marks | Stimulus: 'The Tortoise and the Hare' (Aesop's Fable) Purpose: to entertain (story retelling) Composition focus: <i>sequencing sentences</i> |

Writing Curriculum Map



| Year 2 | | | | | |
|---|--|---|--|---|--|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Stimulus: 'The Robot and the Bluebird' by David Lucas *Some lessons to have a transcription focus. | Stimulus: 'One Day on the Blue Planet in the Rainforest' by Ella Bailey *Some lessons to have a transcription focus. | Stimulus: 'A Walk in London' by Salvatore Rubbino Purpose: to communicate (postcard) Focus: <i>Question marks.</i> Questions, past tense, commas in a list | Stimulus: 'Rosie Revere Engineer' by Andrea Beaty Purpose: to entertain (story: wishing tale) Focus: past progressive tense, joining clauses using 'or', 'if', 'that' | Stimulus: 'Tadpole's Promise' by Jeanne Willis and Tony Ross Purpose: to communicate (postcard) Focus: <i>nouns, adjectives and expanded noun phrases, adverbs</i> | Stimulus: 'The Bear and the Piano' by David Litchfield Purpose: to persuade (note) Focus: exclamations, present progressive tense |
| | | Purpose: to express (recount) Focus: <i>capital letters and full stops.</i> Joining clauses using 'because' and 'and' | Purpose: to inform (fact-file) Focus: verbs and present tense. | Stimulus: 'The Great Fire of London: An Illustrated History of the Great Fire of 1666' by Emma Adams Purpose: to explain (instructions) Focus: apostrophes for possession (singular) | Purpose: to entertain (story retelling) Focus: <i>apostrophes for possession (singular)</i> |
| Purpose: to entertain (story retelling) Focus: nouns, adjectives and expanded noun phrases | Stimulus: 'The Three Little Wolves and the Big Bad Pig' by Eugene Trivizas Purpose: to explain (instructions) Focus: <i>Verbs.</i> Statements and commands. | Purpose: to inform (leaflet) Focus: joining clauses using 'but' and 'when' | | | |

Writing Curriculum Map



| Year 3 | | | | | |
|---|--|--|--|---|---|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Stimulus: 'The Tin Forest' by Helen Ward | Stimulus: 'Pugs of the Frozen North' by Philip Reeve and Sarah McIntyre | Stimulus: 'The Stone Age Boy' by Satoshi Kitamura | Stimulus: 'The Iron Man' by Ted Hughes | Stimulus: 'Escape from Pompeii' by Christina Balit | Stimulus: 'One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia' by Miranda Paul |
| Purpose: to communicate (postcard) Focus: <i>nouns, adjectives and expanded noun phrases. 'a' and 'an'</i> | Purpose: to communicate (letter) Focus: <i>past tense. Subordinate clauses and subordinating conjunctions</i> | Purpose: to express (diary) Focus: <i>adverbs (of time).</i> | Purpose: to describe (character description) Focus: <i>expanded noun phrases and 'a' and 'an'. Create character</i> | Purpose: to inform (newsletter) Focus: present perfect tense | Purpose: to describe (setting description) Focus: <i>expanded noun phrases, 'a' and 'an' and prepositions. Create settings</i> |
| Purpose: to entertain (story retelling) Focus: <i>verbs and adverbs. Main clauses, co-ordinating conjunctions and paragraphs</i> | Purpose: to entertain (story: adventure tale) Focus: <i>past progressive tense. Prepositions</i> | Stimulus: Mary Anning Purpose: to inform (non-chronological report) Focus: organisational devices (subheadings) | Purpose: to entertain (story: action tale) Focus: inverted commas and direct speech | | Purpose: to express (speech) Focus: <i>co-ordinating and subordinating conjunctions, subordinate clauses</i> |
| Stimulus: autumn Own Haikus to be written. Purpose: to perform (Haiku poem) Focus: using intonation, tone and volume | | | | | Purpose: to perform (speech) Focus: <i>using intonation, tone and volume</i> |

Writing Curriculum Map



| Year 4 | | | | | |
|---|--|---|---|---|---|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Stimulus: 'The Last Tree' by Emily Haworth-Booth | Stimulus: 'The Rhythm of the Rain' by Graheme Baker-Smith | Stimulus: 'The Selfish Giant' by Oscar Wilde | Stimulus: Broken: 'Rock, Paper, Scissors' (animation) | Stimulus: 'Jabberwocky' by Lewis Carroll | Stimulus: 'The Lost Happy Endings' by Carol Ann Duffy |
| Purpose: to describe (setting descriptions) Focus: <i>nouns, adjectives and expanded noun phrases, 'a' and 'an'. Determiners</i> | Purpose: to explain (instructions) Focus: <i>organisational devices (subheadings) and verbs. Adverbs and fronted adverbials</i> | Purpose: to communicate (letter) Focus: <i>questions and exclamations. Single and multi-clause sentences to vary writing</i> | Purpose: to express (diary) Focus: subordinate clauses at the beginning of sentences | Purpose: to describe (create character) Focus: using knowledge of suffixes to work out the meaning of words | Purpose: to persuade (letter) Focus: <i>nouns and pronouns. Possessive pronouns</i> |
| Purpose: to entertain (story retelling) Focus: <i>inverted commas and direct speech</i> | Purpose: to inform (non-chronological report) Focus: <i>conjunctions, subordinate clauses and apostrophes for possession (singular)</i> | Purpose: to entertain (story: wishing tale) Focus: <i>nouns. Pronouns and creating plot</i> | Purpose: to entertain (action scene) Focus: creating suspense by withholding information | Own nonsense poems to be written. Purpose: to perform (nonsense poem) Focus: using intonation, tone and volume | Purpose: to entertain (alternative ending) Focus: <i>subordinate clauses, single and multi-clause sentences to vary writing. Apostrophes for possession (plural)</i> |

Writing Curriculum Map



| Year 5 | | | | | |
|---|--|---|--|---|--|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Stimulus: 'The Planets' (Literacy Shed animation) | Stimulus: 'Curiosity: The Story of a Mars Rover' by Markus Motum | Stimulus: Ancient Egypt | Stimulus: 'The Viewer' by Gary Crew and Shaun Tan | Stimulus: 'The Great Wave' by Veronique Massenet | Stimulus: 'Herstory: Dian Fossey' by Katherine Halligan |
| Purpose: to explain (how-to guide) Focus: <i>determiners, nouns, adjectives and expanded noun phrases.</i> Using expanded noun phrases to convey information concisely | Purpose: to persuade (speech) Focus: <i>conjunctions, subordinate clauses, fronted adverbials, and single and multi-clause sentences to vary writing.</i> Modal verbs and formal language | Purpose: to persuade (leaflet) Focus: <i>Commas for parenthesis.</i> Brackets for parenthesis | Purpose: to describe (setting description) Focus: <i>prepositions, create setting.</i> Creating atmosphere | Purpose: to inform (newspaper article) Focus: <i>organisational devices (columns and captions) and inverted commas (quotes).</i> Ambiguity and commas to clarify meaning | Purpose: to inform (non-chronological report) Focus: <i>organisational devices (headings and subheadings), commas, brackets and dashes for parenthesis, relative clauses.</i> Using research to inspire writing |
| Purpose: to express (journal) Focus: <i>informal language and cohesive devices (fronted adverbials, conjunctions, pronouns)</i> | Purpose: to inform (non-chronological report) Focus: <i>apostrophes for possession (singular) and formal language.</i> Commas for parenthesis, relative pronouns and relative clauses | Purpose: to evaluate (review) Focus: <i>informal and formal language, commas and brackets for parenthesis.</i> Dashes for parenthesis. | Purpose: to entertain (story: adventure tale) Focus: <i>inverted commas and direct speech, withholding information to create suspense.</i> Dialogue to convey character | | Purpose: to explain (how-to guide) Focus: <i>informal language, organisational devices (headings, subheadings and captions).</i> Colons to introduce a list and bullet points to present information in a list |

Writing Curriculum Map



| Year 6 | | | | | |
|---|--|--|--|--|---|
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Stimulus: 'The Day the Crayons Quit' by Drew Daywalt</p> | <p>Stimulus: 'The Wind in the Wall' by Sally Gardner</p> | <p>Stimulus: 'Hansel and Gretel' by Neil Gaiman and Lorenzo Mattotti</p> | <p>Stimulus: 'Hansel and Gretel' by Neil Gaiman and Lorenzo Mattotti</p> | <p>Stimulus: 'Macbeth (Real Reads) by Helen Street</p> | <p>Stimulus: 'Macbeth (Real Reads) by Helen Street</p> |
| <p>Purpose: to communicate (letter of complaint) Focus: <i>main clauses, formal language, using single and multi-clause sentences to vary writing.</i> Cohesive devices across paragraphs</p> | <p>Purpose: to entertain (flashback) Focus: <i>Present and past tenses.</i> Ellipsis.</p> | <p>Purpose: to evaluate (balanced argument) Focus: <i>modal verbs and cohesive devices (fronted adverbials, commas for clarity and conjunctions).</i> Semi-colons to mark the boundary between clauses.</p> | <p>Purpose: to inform (newspaper article) Focus: <i>organisational devices (columns and captions), commas for parenthesis and relative clauses.</i> Subject and object, and active and passive voice.</p> | <p>Purpose: to express (stream of consciousness) Focus: <i>cohesive devices, describe atmosphere, semi-colons and colons.</i> Dashes for parenthesis.</p> | <p>Purpose: to evaluate (blog) Focus: <i>organisation devices (headings and subheadings), informal language, brackets and dashes for parenthesis and relative clauses.</i></p> |
| <p>Purpose: to persuade (text messages) Focus: <i>informal language.</i> Contracted forms in speech</p> | <p>Purpose: to entertain (story: gothic tale including flashback) Focus: <i>creating suspense by withholding information.</i> Commas for parenthesis.</p> | <p>Purpose: to persuade (persuasive letter) Focus: <i>formal language, cohesive devices across paragraphs.</i> Brackets for parenthesis.</p> | <p>Purpose: to entertain (story: traditional tale) Focus: <i>inverted commas, direct speech, dialogue to convey character, describe setting, character and atmosphere.</i> Dialogue to move the action forward.</p> | | <p>Purpose: to entertain (story: action tale) Focus: <i>inverted commas, direct speech, dialogue to convey character, describe setting, character and atmosphere.</i> Dialogue to move the action forward.</p> |
| <p>Purpose: to explain (how-to guide) Focus: <i>organisation devices (headings, subheadings and bullet points).</i> Colons to introduce a list. Colons to mark the boundary between independent clauses.</p> | | | | | |