**Writing Curriculum Map 2022-2023**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Writing** | Narrative Poetry Non-chronological reports Recount/DiaryLetter Instructions | Narrative Non-chronological reports Recount/Diary Poetry LetterInstructions  | Narrative Non-chronological reports Recount/Diary Poetry Letter Instructions Explanation Biographies  | Narrative Biographies Non-chronological reports Recount/DiaryPoetry LetterInstructions Explanation Newspaper Play scripts Discussions/Balanced Argument  | Narrative Biographies Non-chronological reports Recount/Diary Poetry Letter Instructions Explanation Play scripts Newspaper reports Discussions/Balanced ArgumentPersuasion  | Narrative Biographies Non-chronological reports Recount/Diary Poetry Letter Instructions Explanation Play scriptsNewspaper reports Discussions/Balanced ArgumentPersuasion |
| **Narrative Types** | Stories With Familiar Settings & Traditional Tales | Traditional Tales with a Twist, Science Fiction, Adventure Stories | Myths, Traditional Stories, Character, setting & Plot | Historical stories, Legend/Fantasy, Mystery stories | Historical Stories, Legend/fantasy stories, Science Fiction stories | Historical Stories, Adventure stories, Science Fiction stories, Ghost/Horror stories, Flash Back stories |
| **Poetry** | Repetitive Poetry & List Poetry | Acrostic Poetry & ShapePoetry (Concrete Poems & Calligrams)Question & Answer Poems & Free Verse, Jokes & Riddles | Rhyming Poems, Rhyming Couplets, Limericks, Free Verse | Kennings, Cinquain, Personification/Imagery Poems, Free Verse | Narrative Poetry, Acrostic, Haiku, Free Verse | Narrative Poetry, Free Verse, Monologue, Sonnet, War Poems |
| **Core texts for English**  | Lost and Found- Oliver JeffersAstro Girl- Ken Wilson-MaxA Great Big Cuddle- Michael RosenZog – Julia DonaldsonThe Tiny Seed – Eric CarlePerfectly Norman – Tom Percival | Interstellar Cinderella- Deborah UnderwoodInterview with a Tiger- Andy Seed/ Nick East*Revolting Rhymes- Roald Dahl*The Boy Who Cried Ninja- Alex LatimerLittle People, Big Dreams Series.Ruby’s Worry – Tom Percival. | Escape from Pompeii- Christina BalitAn Atlas of Imaginary Places- Mia CassanyPoems to Perform- Julia Donaldson | *The Village that Vanished- Ann Grifalconi*Curious About Crocodiles- Owen Davey*Macbeth- Shakespeare- Andrew Matthews* | *The Adventures of Odysseus – Hugh Lupton*The Highwayman- Alfred Noyes*The Caged Bird- Maya Angelou**Street Child – Berlie Doherty**Floodland – Marcus Sedgwick* | Skellig- David AlmondShackleton’s Journey- William GillWW2 poetry (misc) |
| **Grammar & Punctuation** | Regular plural noun suffixes (-s or -es) .Suffixes added to verbs where no change is made to the root word (e.g. helping, helped, helper).How the prefix “un” changes the meaning of verbs and adjectives.How words combine to make sentences.Separation of words with spaces.Joining words and clauses using “and”.Sequencing sentences to form short narratives.Introduction to capital letters, full stops, question marks and exclamation marks.Use capital letters for proper nouns and the personal pronoun “I”. | Formation of adjectives using suffixes such as -ful, -less.Formation of nouns using suffixes such as –ness,-er and by compounding (eg whiteboard).Use of suffixes –er –est and “ly” to turn adjectives into adverbs.Co-ordination: or, and, but.Subordination: when, if that, because.Expanded noun phrases for description and specification.How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.Using the past and present tense correctly and consistently.*Past progressive: She was eating her porridge/ the coach driver was waiting.**Present progressive: “She is sitting in my chair!” shouted Daddy Bear.*Commas in a list: *You will need: bread, butter, cheese and a knife.*Apostrophes for contraction and singular possession.Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. | Begin to choose appropriate nouns or pronouns for clarity and cohesion and to avoid repetition.Express time, place and cause using conjunctions (when, before, after, while, so, because) adverbs (then, next, soon, therefore) and prepositions (before, after, during, in*) Next, the grain passes through the chute to the pan below.*Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).Use the present perfect form of verbs instead of the simple past (He has gone out to play rather than He went out to play).Introduction to inverted commas to punctuate direct speech.Introduction to paragraphs as a way to group related material.Headings and subheadings to aid presentation.Use fronted adverbials.Use commas after fronted adverbials.Indicating possession by using the possessive apostrophe with singular and plural nouns.Formation of nouns using a range of prefixes (eg: super, anti, auto).Use of the forms a or an according to whether the next word begins with a consonant or vowel.Word families based on common words, showing how words are reflected in form and meaning (e.g, solve, solution, solver, dissolve, insoluble). | Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).Use the present perfect form of verbs in contrast to the past tense.Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.Use conjunctions, adverbs and prepositions to express time and cause.Use fronted adverbials.Use commas after fronted adverbials.Use inverted commas and other punctuation to indicate direct speech (eg: a comma after the reporting clause; end punctuation with inverted commas).Apostrophes to mark singular and plural possession (The girl’s name/ the girls’ names).Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (The teacher expanded to The strict maths teacher with curly hair).Use of paragraphs to organise ideas around a theme.Standard English forms for verb inflections instead of spoken forms (*We were* instead of *we was/ I did* instead of *I done).*The grammatical difference between plural and possessive. | Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun.Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?*Devices to build cohesion in a paragraph *(eg: then, after, that, this, firstly).*Linking ideas across paragraphs using adverbials of time (eg: later) place (eg: nearby) and number (eg: secondly) or tense choices (eg he *had* seen her before).Use brackets, dashes or commas to indicate parenthesis.Use hyphens and commas to clarify meaning or avoid ambiguity.Use semicolons, colons or dashes to mark boundaries between independent clauses.Use a colon to introduce a list and punctuate bullet points consistently.Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept).Use passive verbs to affect the presentation of information in a sentence.Use the perfect form of verbs to mark relationships of time and cause.Expanded noun phrases to convey complicated information concisely.Converting nouns or adjectives into verbs using suffixes (eg –ate, -ise, -ify)Using verb prefixes (eg dis-, -de-, mis-, over-, and re-) | Use brackets, dashes or commas to indicate parenthesis.Use hyphens and commas to clarify meaning or avoid ambiguity.Use semicolons, colons or dashes to mark boundaries between independent clauses *(It’s raining; I’m fed up).*Use a colon to introduce a list and punctuate bullet points consistently.The difference between vocabulary typical of formal and informal speech and writing. *“School uniform is widely regarded as a necessity to be tolerated. However, many disagree with this view.”/ “School uniform- a great idea or the biggest pain ever? You decide.”*The difference between structures that are appropriate for formal and informal speech and writing, including subjunctive forms (express things that should or could happen- eg: if I were you, I’d accept).How words are related by meaning as synonyms and antonyms.The difference between structures typical of formal and informal speech and writing (eg, the use of question tags: *He’s your friend isn’t he?* Or the use of subjunctive forms such as *If I were* or *Were they to come* in some very formal writing).Use of the passive to affect the presentation of information in a sentence (*Water was added to the solution. Holidaymakers are typically found in the Newhaven area from July onwards).*Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (eg, the use of adverbials such as *on the other hand, in contrast* or *as a consequence)* and ellipsis.Layout devices (headings, subheadings, columns, bullets or tables) to structure texts.Use the perfect form of verbs to mark relationships of time and cause (*I have walked. I had walked, I will have walked*).Expanded noun phrases to convey complicated information concisely.Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must): *This could be the answer to all your problems/ Surely you must understand that, for some pupils, school uniform is simply unaffordable?*Relative clauses beginning with who, which, where, when, whose, that or with an implied (omitted) relative pronoun. |
| **Spelling/Phonics** | Recap Phase 4 phonicsTeach Phase 5 phonicsConsolidationPhonics Check | Homophones and near homophonesYear 2 phonics Common exception wordsStrategies at the point of writingSuffixesProofreadingLearning and practising spellingsApostrophe | RevisitCommon exception words from Year 2Revise prefix ‘un’.New prefixes: ‘pre-’, ‘dis-’, ‘mis-’, ‘re-’.Revise suffixes from Year 2: ‘-s’, ‘-es’, ‘-ed’,‘-ing’, ‘-er’Rare GPCsThe /e / sound spelt ‘ei’, ‘eigh’, or‘ey’ The / / sound spelt ‘y’Words ending with the /g/ sound spelt ‘gue’ andthe /k/ sound spelt ‘-que’ (French in origin)HomophonesApostropheRevise contractions from Year 2ProofreadingKS1 common exception • Learn words from the Years 3 and 4word list. • Learn words from personal lists.Suffixes from Year 2 (‘-ness’ and ‘-ful’, with aconsonant before)Prefixes and suffixesPrefixes: ‘sub-’, ‘tele-’, ‘super-’, ‘auto-’Suffixes ‘less’ and ‘ly’Rare GPCsThe / / sound spelt ‘ch’ (mostly French in origin)The /k/ sound spelt ‘ch’ (Greek in origin)Vowel digraphs from Years 1 and 2Prefixes and suffixesSuffix ‘-ly’ with root words ending in ‘le’ and ‘ic’The / / sound spelt ‘y’ other than at the endof words (gym, myth)The / / sound spelt ‘ou’ (young, touch) | The /e / sound spelt ‘ei’, ‘eigh’, or ‘ey’ The / / sound spelt ‘ch’ The / / sound spelt ‘ou’ Words ending /ure/ (treasure, measure) Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-en’, ‘-er’, ‘ed’) Homophones Apostrophe Possessive apostrophe with singular proper nouns Proofreading Learn words from the Years 3 and 4 word list. The /g/ sound spelt ‘gu’ Words ending /t ə/ spelt ‘ture’ (creature, furniture) Endings that sound like / ən/, spelt ‘-tion’, ‘-sion’, ‘-ssion’, ‘-cian’ (invention, comprehension, expression, magician) Prefixes ‘anti-’ and ‘inter- ’ Suffix ‘-ation’ Apostrophe Revise contractions from Year 2 Possessive apostrophe with plurals Revisit Prefixes from Year 3: ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto-’. Words with the /s/ sound spelt ‘sc’ (Latin in origin) Endings that sound like / ən/ spelt ‘-sion’ (division, confusion) Suffixes Suffix ‘-ly’. Teach the exceptions, for example ‘y’ changed to ‘i’, ‘le’ ending changed to ‘ly’, ‘ic’ ending changed to ‘-ally’ Suffix ‘-ous’ (poisonous, outrageous)  | Plurals (adding ‘-s’, ‘-es’ and ‘-ies’)Apostrophe for contraction and possessionWords with ‘silent’ lettersMorphology/ EtymologyWords with the letter string ‘-ough’Words ending in ‘-able’ and ‘-ible’HomophonesUse of the hyphen (co-ordinate, co-operate)Use of a dictionary to create word webs• Learn words from the Years 5 and 6word list. Words with the /i:/ sound spelt ‘ei’ after ‘c’(receive, ceiling)Words ending in ‘-ably’ and ‘-ibly’Revise words ending in ‘-able’ and ‘-ible’Suffixes – ous, ing, ed, es, iesRoot words - graph, sign, microei/ie words | ending ‘-able/ably’, ‘-ible/ibly’Revise words with the /i:/ sound spelt ‘ei’ after ‘c’.words ending in ‘-fer’.Endings that sound like /ous/ spelt ‘-cious’ or ‘-tious’ (*precious, ambitious*)words from the Years 5 and 6 word list. Words containing the letter string ‘-ough’Generating words from prefixes and suffixesThe /ʃəl/ sound, words ending ‘tial’ and ‘cial’ All homophones from KS2Words ending in ‘-ant’, ‘-ance’/‘-ancy’, ‘-ent’, ‘-ence’/‘-ency’Root words and meaningsExtend the knowledge  |
| **Handwriting** | Long- Legged Giraffe Letters One Armed Robot LettersCurly Caterpillars  Zig Zag MonstersCapital LettersUpper and Lower case letters Numbers 0-9Numbers 10-20Begin using and practising the four basic handwriting joins: Diagonal join to ascender Diagonal join with no ascenderHorizontal join to ascender Horizontal join, no ascender    | To ensure consistency in size and proportions of letters and the spacing between letters and words. To build up handwriting speed, fluency and legibility through practice.horizontal joins diagonal joinsdiagonal joins to anticlockwise lettersBuilding on joins to an ascender and a descenderBreak letters | Practice joining through a word in stages: no ascenders, no descendersIntroduction of to and from the letter fRevision of joins | As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing.Developing speed and fluencyRevision of parallel ascenders and descendersConsistency of size Revision of joins | Introducing sloped writing in letter familiesPracticing sloped writing: proportion Different styles for different purposes: writing a paragraphPracticing handwriting for different purposes | Emphasis this year is on developing a personal, fast, fluent and legible handwriting style. Opportunities to practise a range of ways of joining, with the expectation that they will develop a style that ‘works’ for them. Additionally, children continue to focus on key issues for legibility and speed as well as styles and writing tools for different purposes.Producing legible joined handwriting.Maintaining legibility, fluency and speed in handwriting by choosing whether or not to join specific letters.Handwriting for different purposes; abbreviations Spacing between wordsHandwriting for different purposes; annotations Sizing ProportionFluent joining and printing Note taking |