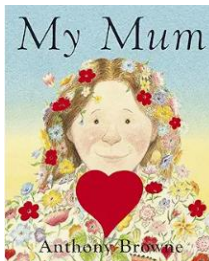
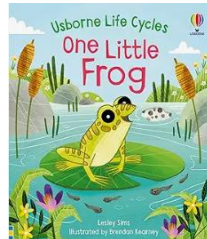
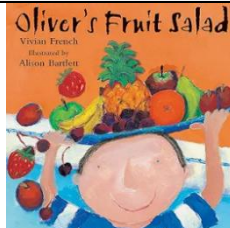
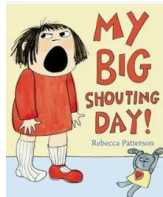
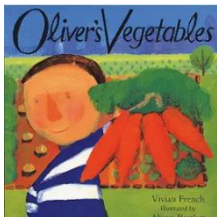
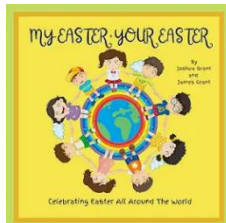
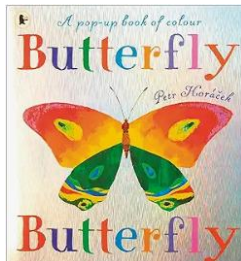
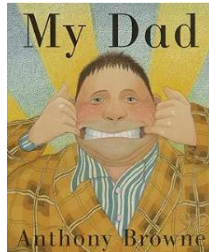
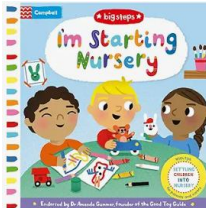
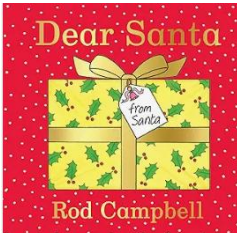
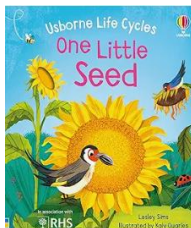
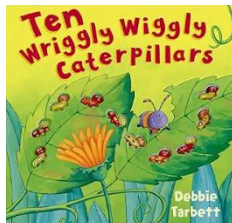
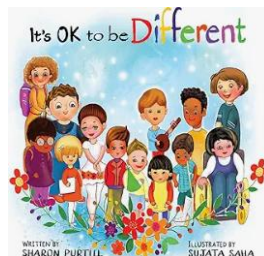
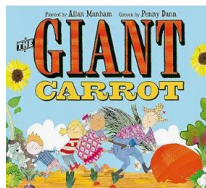
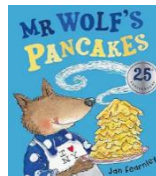


Langford Village CP School

Writing Curriculum Map

English – 2025-2026

English – 2025-2026						
	Autumn		Spring		Summer	
Year N	 Feelings by Libby Walden	 The Leaf Thief by Alice Hemming & Nicola Slater	 Festival of Colours by Surishtha Sehgal <i>et al.</i>	 My Mum by Anthony Browne	 One Little Frog (life cycles) by Lesley Sims	 Oliver's Fruit Salad By Vivian French
	 My Big Shouting Day by Rebecca Patterson	 Oliver's Vegetables by Vivian French	 My Easter, Your Easter by Joshua Grant <i>et al.</i>	 My First Book about How Things Grow by Felicity Brooks & Rosalinde Bonnet	 Butterfly, Butterfly by Petr Horacek	 My Dad by Anthony Browne
	 I'm Starting Nursery by Marion Cocklico	 Dear Santa by Rod Campbell	 Goldilocks and the Three Bears. Traditional Tales	 One Little Seed by Lesley Sims	 Ten Wiggly Wiggly Caterpillars by Debbie Tarbett	 It's OK to be Different by Sharon Purtill & Sujata Saha
	 The Giant Carrot by Penny Dann & Allan Manham		 Mr Wolf's Pancakes by Jan Fearnley			



Langford Village CP School

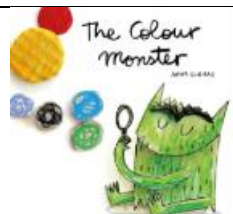
Writing Curriculum Map

	Aware that writing communicates meaning. Begin to identify own name label with the support of picture for recognition. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Draws lines, circles, and squiggles on a page.	Understand that thoughts can be written down. Confidently identify own name. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Holds a pencil effectively	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Write their name tracing it from a name card. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Draws lines and circles – extended. Aware of how stories are structured.	Use own symbols. Write own name copying from an adult. Begin to discuss features of their own mark making/writing. Beginning to form some letters from their name correctly. Distinguish between marks made. Tell an adult what my marks mean.	Use some recognisable letters and own symbols. Write some or all of own name. Begin to identify initial sounds in words, adult modelling formation - children copy. Write from left to right and top to bottom. Begin to form recognisable letters. Starting and finishing in the right place, going the right way round and correctly orientated.	for initial sounds. Use a letter mat to support initial sound (or CVC) identification and formation. Uses a pencil confidently to write letters that can be clearly recognised. Use some of my print and letter knowledge in my early writing, for example writing a pretend shopping list that starts at the top of the page or write 'm' for mummy.
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Langford Village CP School Writing Curriculum Map

Entertain Inform

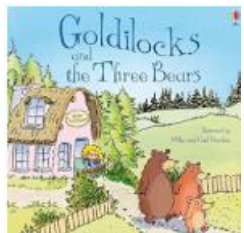
Year R



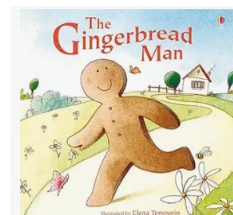
The Colour Monster
by Anna Llenas



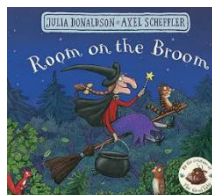
The Three Little Pigs
Traditional Tale



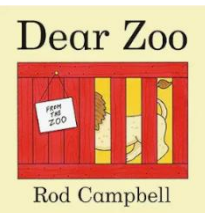
Goldilocks and the Three Bears. Traditional Tale



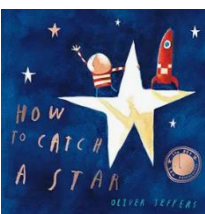
The Gingerbread Man
Traditional Tale



Room on the Broom
by Julia Donaldson



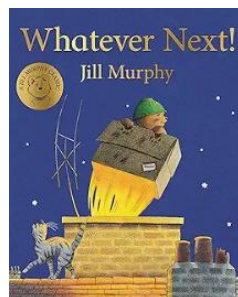
Dear Zoo
by Rod Campbell



How to Catch a Star
by Oliver Jeffers



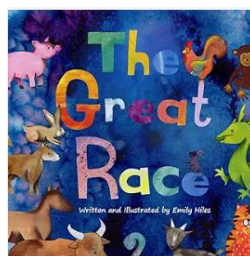
Stick Man
by Julia Donaldson



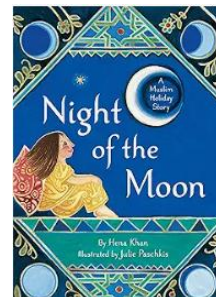
Whatever Next!
by Jill Murphy



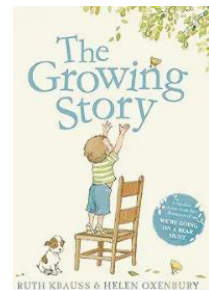
Lost and Found
by Oliver Jeffers



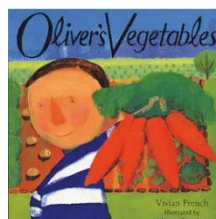
The Great Race
by Emily Hiles



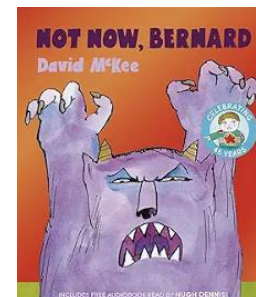
Night of the Moon
by Hena Khan



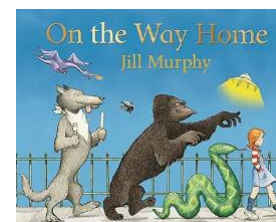
The Growing Story
by Ruth Krauss & Helen Oxenbury



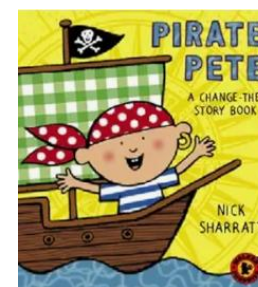
Oliver's Vegetables
by Vivian French



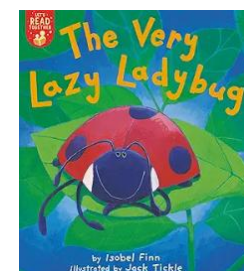
Not Now Bernard
by David McKee



On the Way Home
By Jill Murphy



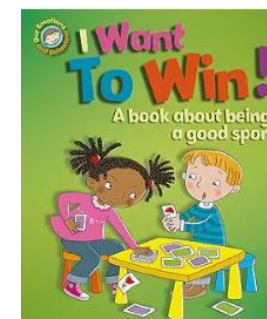
Pirate Pete
By Nick Sharratt



The Very Lazy Ladybug
by Isobel Finn

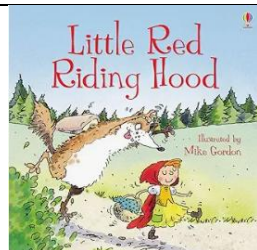


Here We Are
by Oliver Jeffers



I Want To Win
by Sue Graves

Langford Village CP School Writing Curriculum Map



Little Red Riding Hood
Traditional Tale

**The Tiger Who
Came
to Tea**

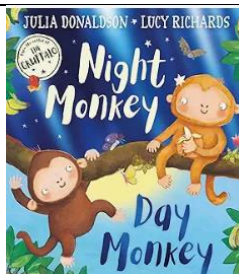


Judith Kerr

The Tiger who came to Tea
by Judith Kerr



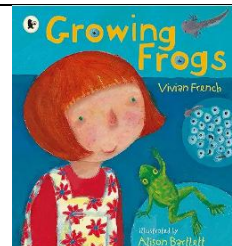
Pink Panther
animation



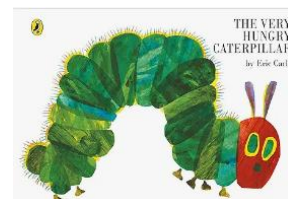
Night Monkey, Day Monkey
by Julia Donaldson



Road Runner
animation



Growing Frogs
by Alison Bartlett



The Very Hungry Caterpillar
by Eric Carle



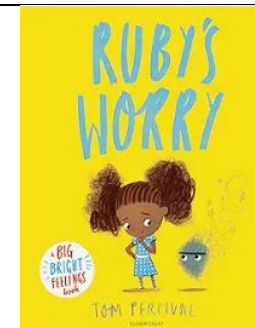
The Easter Story
by J John



Supertato
by Sue Hendra &
Paul Linnet



Tom & Jerry
animation



Ruby's Worries
by Tom Percival



Langford Village CP School

Writing Curriculum Map

	Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Know that print carries meaning and in English, is read from left to right and top to bottom.	Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Orally spell VC and CVC words by identifying the sounds. Write their own name. Forms letters from their name correctly. Recognise that after a word there is a space.	Use appropriate letters for initial sounds. Orally compose a sentence and hold it in memory before attempting to write it. Spell to write VC and CVC words independently using Phase 2 graphemes. Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Build words using letter sounds in writing. Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spell words by identifying the sounds and then writing the sound with letter/s. Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Forms most lower-case letters correctly. Starting and finishing in the right place, going the right way round and correctly orientated. Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Include spaces between words.	Show awareness of the different audiences for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions). Begin to discuss features of their own writing e.g. what kind of story have they written. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC. Uses a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
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Langford Village CP School

Writing Curriculum Map

Entertain Inform

Year 1

The Tiger Who Came to Tea



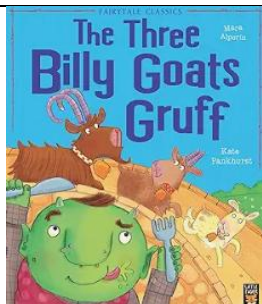
Judith Kerr

The Tiger who came to Tea
by Judith Kerr

Outcome 1: labels and captions (I)

Outcome 2: Shopping list (I)

Outcome 3: Tea party invitation (I)



The Three Billy Goats Gruff
by Mara Alperin

Outcome 1: Altered character narrative (E)

SOA: Labels and captions (I)

Outcome 2:
Nonsense poem – onomatopoeia (E)

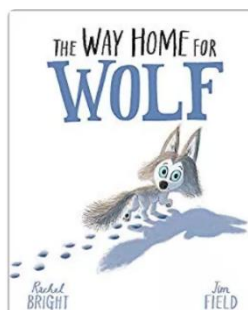
SOA: Invitation from the troll (I)



Wolves
by James MacLaine

Outcome 1: Leaflet (I)

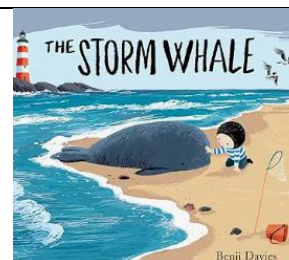
SOA: Lists (I)



The Way Back Home for Wolf
by Rachel Bright

Outcome 2: Narrative - Setting description (E)

SOA: Leaflet (I)



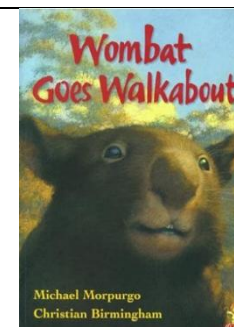
The Storm Whale
by Benji Davies

Outcome 1: Instructions (I)

SOA: Narrative - setting description (E)

Outcome 2: Postcard (I)

SOA: Leaflet (I)



Wombat goes Walkabout
by Michael Morpurgo

Outcome 1: Adventure narrative (E)

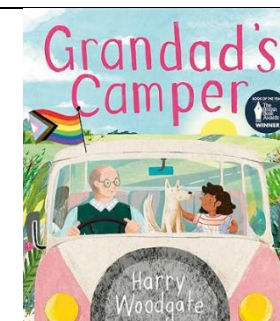
SOA: Postcard (I)



Taking Flight
Literacy Shed Clip

Outcome 2: Mystery Narrative (E)

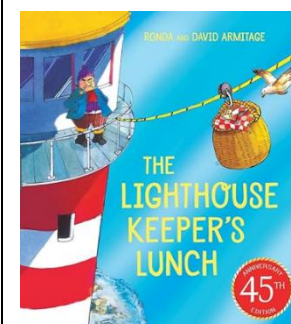
SOA: Adventure narrative - opening (E)



Grandad's Camper
by Harry Woodgate

Outcome 1: Diary (E) (I)

SOA: Mystery narrative - opening (E)



The Lighthouse Keeper's Lunch
by Ronda Armitage

Outcome: Letter (I)

SOA: Diary (E) (I)



Langford Village CP School

Writing Curriculum Map

Year 1	The Tiger who came to Tea by Judith Kerr <i>Begin to punctuate sentences using a capital letter and a full stop.</i> <i>Spell common exception words taught so far.</i> Name the letters of the alphabet in order. Form capital letters. Begin to form lower-case letters in the correct direction starting and finishing in the right place. Sit correctly at a table and hold my pencil correctly. Compose a sentence orally before writing it. Has awareness that ideas can be organised into a sequence. Use simple word choices that help convey information and ideas. E.g. story or topic related vocabulary. Leave spaces between words. Discuss what they have written with the teacher or other pupils.	The Three Billy Goats Gruff by Mara Alperin <i>Use capital letters for names.</i> <i>Use capital letters for the personal pronoun 'I'.</i> <i>Write a simple sentence starting with a personal pronoun.</i> <i>Join words using 'and'.</i> <i>Use -ing and -ed, where no change is needed in the spelling of root words.</i> Spell common exception words taught so far. Sit correctly at a table and hold my pencil correctly. Form capital letters. Begin to form lower-case letters in the correct direction starting and finishing in the right place. Use simple word choices that help convey information and ideas. E.g. story or topic related vocabulary. Compose a sentence orally before writing it. Begin to punctuate sentences using a capital letter and a full stop. Leave spaces between words. Discuss what they have written with the teacher or other pupils.	Wolves by James MacLaine <i>Begin to punctuate sentences using a question mark.</i> <i>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</i> Begin to punctuate sentences using a capital letter and a full stop. Join words using 'and'. Leave spaces between words. Select basic ideas and content linked to the purpose of the task. The Way Back Home for Wolf by Rachel Bright <i>Begin to spell words using contracted forms.</i> <i>Join clauses using 'and'.</i> Use capital letters for names. Use -ing and -ed, where no change is needed in the spelling of root words. Begin to punctuate sentences using a question mark. Sequence a sentence to form short narratives. Reread what I have written to make sure it makes sense.	The Storm Whale by Benji Davies <i>Spell the days of the week.</i> <i>Use capital letters for the days of the week.</i> <i>Write a simple sentence with straight forward subject/verb agreement.</i> Begins to organise ideas/events using time related words, numbers, ordering of pictures/captions. Use capital letters for names. Use capital letters for the personal pronoun 'I'. Write a simple sentence starting with a personal pronoun. Begin to punctuate sentences using a question mark. Sequence a sentence to form short narratives. Join clauses using 'and'. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Reread what I have written to make sure it makes sense. Discuss what they have written with the teacher or other pupils.	Wombat goes Walkabout by Michael Morpurgo <i>Can use the prefix un-.</i> <i>Use basic prepositions.</i> Sequence a sentence to form short narratives. Join clauses using 'and'. Begin to punctuate sentences using a question mark. Reread what I have written to make sure it makes sense. Write a simple sentence starting with a noun/proper noun. Taking Flight Literacy Shed Clip <i>Begin to punctuate sentences using an exclamation mark.</i> <i>Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words.</i> Write reliably formed simple and compound sentences. Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. Discuss what they have written with the teacher or other pupils.	Grandad's Camper by Harry Woodgate <i>Use simple noun phrases (adjective + noun).</i> Spell and use capital letters for the days of the week. Use capital letters for the personal pronoun 'I'. Write a simple sentence starting with a personal pronoun. Begin to punctuate sentences using an exclamation mark. Can add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words. The Lighthouse Keeper's Lunch by Ronda Armitage Use capital letters for the days of the week. Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Join clauses using 'and'. Reread what I have written to make sure it makes sense. Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.



Langford Village CP School

Writing Curriculum Map

Year 1

Terminology for pupils:

- letter, capital letter
- word, singular, plural
- sentence
- punctuation
- full stop
- question mark
- exclamation mark

Spelling (embedded throughout the year/ taught in discrete spelling sessions and through the Fisher Family Trust (FFT) phonics programme)

Pupils should be taught to spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

Pupils should be taught to name the letters of the alphabet:

- name the letters of the alphabet in order
- use letter names to distinguish between alternative spellings of the same sound

Pupils should be taught to add prefixes and suffixes:

- use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- use the prefix un–
- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

Pupils should be taught to apply simple spelling rules and guidance, as listed in *English Appendix 1*.

Pupils should be taught to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting (embedded throughout the year/taught in discrete handwriting sessions)

Pupils should be taught to:

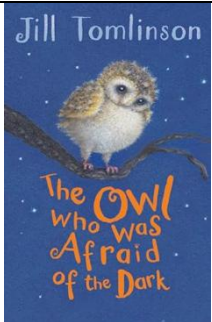
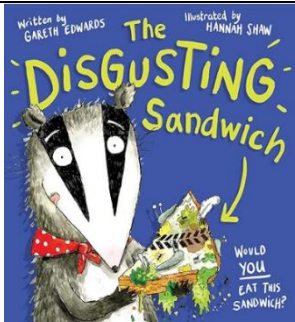
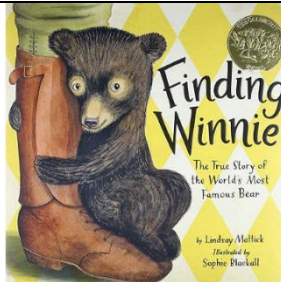
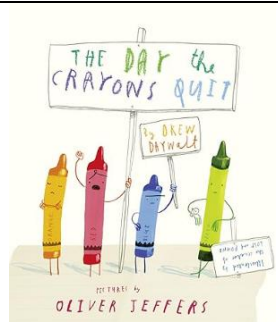
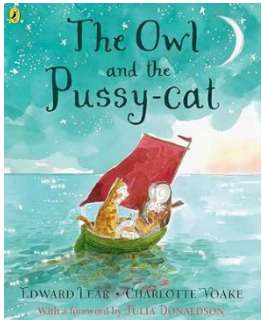
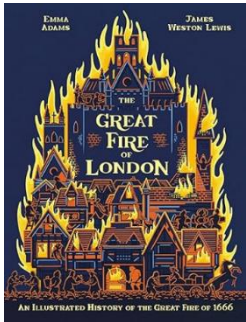
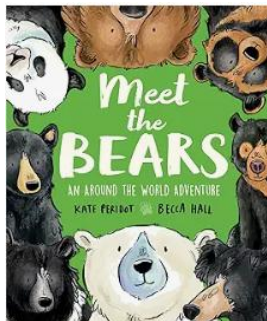
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Langford Village CP School Writing Curriculum Map

Entertain Inform Persuade

Year 2	Entertain Inform Persuade					
	Entertain	Inform	Persuade	Entertain	Inform	Persuade
	 The Owl that was Afraid of the Dark by Jill Tomlinson Outcome: Adventure narrative (E)	 The Disgusting Sandwich by Gareth Edwards Outcome 1: Instruction writing/lists (I) SOA: Retell (E)	 Ocean Meets Sky by The Fan Brothers Outcome 2: Narrative - setting description (E) (I) SOA: Character description (E) (I)	 Finding Winnie by Lindsay Mattick Outcome 1: Narrative - monologue (E) SOA: Narrative - setting description (E) (I)	 Meerkat Mail by Emily Gravett Outcome 1: Postcard (I) SOA: Non-chronological report (I) Outcome 2: (NF) Review of the Cotswold's Wildlife Park (I) SOA: Instructions on how to look after an animal (I)	 The Day the Crayons Quit by Drew Daywalt Outcome 1: Persuasive letter/email (P) SOA: Postcard (I) Outcome 2: Narrative - flashback (E) SOA: Diary (E)
	 The Owl and the Pussycat by Edward Lear Outcome: Free verse poetry (E) SOA: Narrative - setting description (E) (I)	 My Christmas Star BBC video clip Outcome: Narrative -altered character (E) SOA: Instructions (E)	 The Great Fire of London by Emma Adams Outcome: Diary (E) (I) SOA: Setting description (E)	 Meet the Bears by Kate Peridot Outcome 2: Non-chronological report(I) SOA: Narrative - monologue (E)		



Langford Village CP School

Writing Curriculum Map

Year 2	The Owl that was Afraid of the Dark by Jill Tomlinson	The Great Fire of London by Emma Adams	The Disgusting Sandwich by Gareth Edwards	Finding Winnie by Lindsay Mattick	Meerkat Mail by Emily Gravett	The Day the Crayons Quit by Drew Daywalt
	<i>Use capital letters and full stops to demarcate sentences.</i> <i>Use coordinating conjunctions (or/and/but).</i> Form lower-case letters of the correct size relative to one another. Use spacing between words that reflects the size of the letters. Consider what they are going to write before beginning by planning or saying out loud what they are going to write. Use a brief opening and ending. The Owl and the Pussycat by Edward Lear <i>Use capital letters and full stops to demarcate sentences.</i> <i>Write expanded noun phrases to describe and specify.</i> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. Read aloud with intonation to make meaning clear.	<i>Use the present and past tense correctly and consistently.</i> <i>Use capital letters, full stops, question marks to demarcate sentences.</i> Write questions (beginning with who/what/when/where/how). Write statements. When planning, write down ideas and/or key words, including vocabulary. My Christmas Star BBC video clip <i>Add suffixes to spell longer words, including -ly.</i> <i>Use -ly to turn adjectives into adverbs – slow/slowly.</i> Write expanded noun phrases to describe and specify. Appropriately sequence ideas. Spell common exception words taught so far. Spell common homophones. Consider what they are going to write before beginning by planning or saying out loud what they are going to write. Reread to check that writing makes sense e.g. verb tense.	<i>Use commas to separate items in a list.</i> <i>Write commands using the imperative form of a verb.</i> Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience. Use -ly to turn adjectives into adverbs: slow/slowly. Use present and past tense correctly and consistently. Ocean Meets Sky by The Fan Brothers <i>Use subordinating conjunctions (when, if, that, because).</i> <i>Use the suffixes -er and -est.</i> Use coordinating conjunctions (or/and/but). Use -ly to turn adjectives into adverbs: slow/slowly. Link related sentences through the use of pronouns and adverbials where appropriate. Write expanded noun phrases to describe and specify. Spell common homophones. Proofread to check for errors in spelling, grammar and punctuation.	<i>Use apostrophes to mark where letters are missing in spelling.</i> Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use subordinating conjunctions (when, if, that, because). Use adventurous vocabulary appropriate to the task. Use the present and past tense correctly and consistently. Proofread to check for errors in spelling, grammar and punctuation. Meet the Bears by Kate Peridot <i>Use the possessive apostrophe (singular).</i> <i>Add suffixes to spell longer words including -ful and -less (to create adjectives).</i> Use subordinating conjunctions (when, if, that, because). Spell more words with contracted forms. Write expanded noun phrases to describe and specify. Use present and past tense correctly and consistently.	<i>Add suffixes to spell longer words -ment and -ness.</i> <i>Use apostrophes to mark singular possession in nouns.</i> <i>Use a range of prepositions (behind, before, above, along).</i> <i>Overlearn previously taught grammar and punctuation.</i> Consider what they are going to write before beginning by planning or saying out loud what they are going to write. Use the suffixes -er and -est. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use commas to separate items in a list. Write expanded noun phrases to describe and specify. Use coordinating conjunctions (or/and/but). Use subordinating conjunctions (when, if, that, because). Reread to check that writing makes sense e.g. verb tense. Use and understand grammatical terminology in English Appendix 2 in discussing their writing: <i>noun, noun phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb tense, apostrophe, comma.</i>	<i>Use the progressive form correctly and consistently e.g. he was shouting.</i> <i>Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman.</i> <i>Use sentences with different forms: statement, question, exclamation, command.</i> <i>Overlearn previously taught grammar and punctuation.</i> When planning, write down ideas and/or key words, including vocabulary. Consider what they want to write before beginning, by encapsulating what they want to say, sentence by sentence. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use present and past tense correctly and consistently. Proofread to check for errors in spelling, grammar and punctuation. Use and understand grammatical terminology in English Appendix 2 in discussing their writing: <i>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense, apostrophe, comma.</i>



Langford Village CP School

Writing Curriculum Map

Year 2

Terminology for pupils:

- noun
- noun phrase
- statement, question, exclamation, command
- compound, suffix
- adjective, adverb, verb
- tense (past, present)
- apostrophe, comma

Spelling (embedded throughout the year/ taught in discrete spelling sessions using the Fisher Family Trust (FFT) phonics and Jungle Club programme)

Pupils should be taught to spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Pupils should be taught to apply spelling rules as listed in *English Appendix 1*.

Pupils should be taught to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting (embedded throughout the year/taught in discrete handwriting sessions)

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters

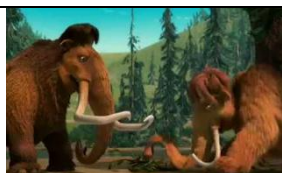
Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Langford Village CP School Writing Curriculum Map

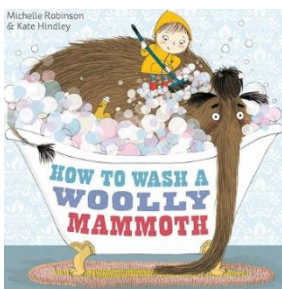
Entertain Inform Persuade

Year 3



Ice Age Clip
Manny meets Ellie

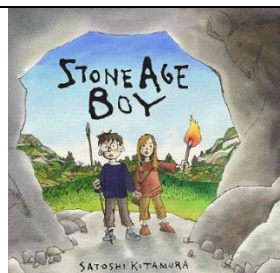
Outcome 1: Romance
narrative (E)



**How to Wash a Woolley
Mammoth**
by Michelle Robinson

Outcome 2: Instructions (E)

SOA: Letter writing (E)



Stone Age Boy
by Satoshi Kitamura

Outcome 1: Flashback
narrative (E)

SOA: Instructions
(E)

Outcome 2: Dialogue (E)

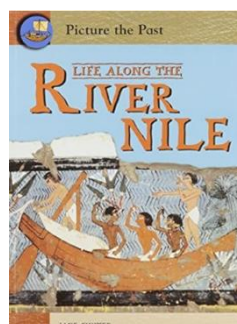
SOA: Narrative – character
description (E) (I)



Flood
by Alvaro F. Villa

Outcome 1: Narrative (E)

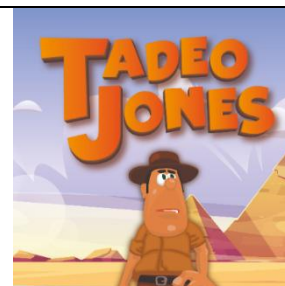
SOA: Dialogue (E)



The River Nile
by Jane Shuter

Outcome 2: Persuasive text
(P) (I)

SOA: Narrative setting
description (E)



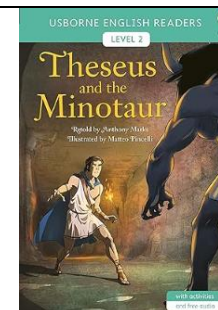
Tadeo Jones
Literacy Shed Clip

Outcome 1: Diary (E) (I)

SOA: Persuasive text (P) (I)

Outcome 2: Blog review (I)

SOA: Dialogue (E)



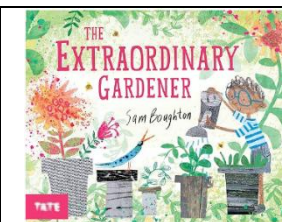
Theseus and the Minotaur
by Hugh Lupton & Daniel Morden

Outcome 1: Myth (E)

SOA: Diary (E)

Outcome 2: Fact file (I)

SOA: Blog review (I)



The Extraordinary Gardener
by Sam Boughton

Outcome 1: Explanation text
(I)

SOA: Fact file (I)



The Iron Giant
by Ted Hughes

Outcome 2: Sci-fi
Narrative(E)

SOA: Explanation text (I)



Langford Village CP School

Writing Curriculum Map

Year 3	Ice Age Clip Manny meets Ellie	Stone Age Boy by Satoshi Kitamura	Flood by Alvaro F. Villa	Tadeo Jones Literacy Shed Clip	Theseus and the Minotaur by Hugh Lupton & Daniel Morden	The Extraordinary Gardener by Sam Boughton
	<i>Write expanded noun phrases to describe and specify.</i> <i>Use conjunctions: when, before, after, while, so, because to express time, place and cause.</i> <i>Organise writing into logical chunks and write a coherent series of linked sentences for each.</i> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use the first two or three letters of a word to check its spelling in a dictionary. Proofread for spelling and punctuation errors. How to Wash a Woolley Mammoth by Michelle Robinson <i>Overlearn previously taught grammar and punctuation.</i> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<i>Use adverbs: then, next, soon, therefore, and prepositions: before, after, during, in, because of to express time, place and cause.</i> <i>I understand when to use 'a' and 'an'.</i> <i>Use inverted commas to punctuate direct speech.</i> <i>Select nouns and pronouns to provide clarity for the reader.</i> Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write an increasing range of sentences. <i>(simple and compound).</i> Organise writing into logical chunks and write a coherent series of linked sentences for each. Use the first two or three letters of a word to check its spelling in a dictionary. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play.</i> <i>Vary nouns and pronouns to avoid repetition.</i> Use inverted commas to punctuate direct speech. Draft and write an increasing range of sentence structures <i>(simple and compound).</i> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. The River Nile by Jane Shuter <i>Use simple organisational devices e.g. headings and subheadings.</i> <i>Organise paragraphs around a theme.</i> <i>Use some variation in sentence types (statement/command/question/exclamation).</i> Use conjunctions: when, before, after, while, so, because to express time, place and cause. Spell further homophones and understand their meaning.	<i>Indicate possession by using the possessive apostrophe with plural nouns.</i> <i>Use irregular simple past-tense verbs awake/awoke.</i> <i>In narratives, create setting, characters and plot.</i> <i>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'.</i> Use the present perfect form of verbs in contrast to the simple past tense. Use adverbs: then, next, soon, therefore, and prepositions: before, after, during, in, because of to express time, place and cause. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. When planning, discuss and record ideas. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.	<i>Use fronted adverbials/use commas after fronted adverbials.</i> <i>Use varied nouns and pronouns for cohesion.</i> <i>Overlearn previously taught grammar and punctuation.</i> Extend the range of sentences with more than once clause by using a wider range of conjunctions, including when, if, because, although <i>(complex).</i> Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play. Use sentences with different forms: statement, question, exclamation, command. Use simple organisational devices e.g. headings and subheadings. Organise paragraphs around a theme. Use and understand grammatical terminology in English Appendix 2 in discussing their writing: <i>prepositions, conjunctions, word family, prefix, clause, subordinate clause, direct speech, consonant, letter, vowel letter, inverted comma.</i>	<i>Expansion of detail/events may be supported through vocabulary (technical, vivid language) and explanation.</i> <i>Overlearn previously taught grammar and punctuation.</i> Indicate possession by using the possessive apostrophe with plural nouns. Use simple organisational devices e.g. headings and subheadings. Proofread for spelling and punctuation errors. The Iron Giant by Ted Hughes <i>Form nouns using prefixes e.g. super, anti, auto.</i> <i>Overlearn previously taught grammar and punctuation.</i> Use commas after fronted adverbials/use commas after fronted adverbials. Use inverted commas to punctuate direct speech. Use conjunctions: when, before, after, while, so, because to express time, place and cause. Use adverbs: then, next, soon, therefore, and prepositions: <i>before, after, during, in, because of to express time, place and cause.</i>



Langford Village CP School

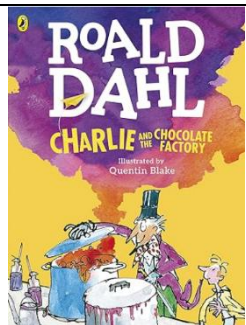
Writing Curriculum Map

Year 3	Terminology for pupils: • preposition, conjunction word family • prefix clause, subordinate clause • direct speech • consonant, consonant letter vowel, vowel letter • inverted commas
	Spelling (embedded throughout the year/ taught in discrete spelling sessions - see <i>English Appendix 1</i> and through the Fisher Family Trust (FFT) phonics programme)
	Pupils should be taught to spell by: • use further prefixes and suffixes and understand how to add them (<i>English Appendix 1</i>) • spell further homophones • spell words that are often misspelt (<i>English Appendix 1</i>) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary
	Pupils should be taught to apply spelling rules as listed in <i>English Appendix 1</i> .
	Pupils should be taught to write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
	Handwriting (embedded throughout the year/taught in discrete handwriting sessions)
	Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
	Notes and guidance (non-statutory)
	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Langford Village CP School Writing Curriculum Map

Entertain Inform Persuade Discuss

Year 4



Charlie and the Chocolate Factory
by Roald Dahl

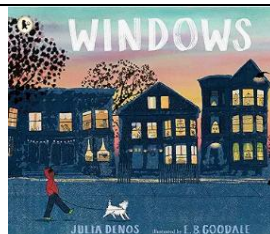
Outcome 1: Diary (E) (I)



Dum Spiro
Literacy Shed Clip

Outcome 2: Narrative - monologue (E)

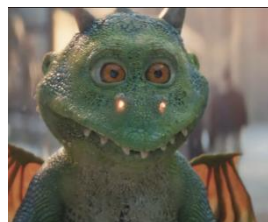
SOA: Diary (E)



Windows
by Julia Denos

Outcome 1: Letter/email (I)

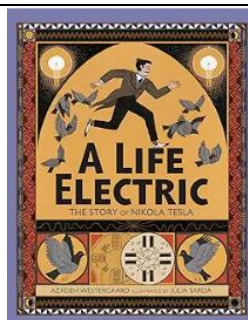
SOA: Monologue (E)



Excitable Edgar
Literacy Shed Clip

Outcome 2: Newspaper article (E) (I)

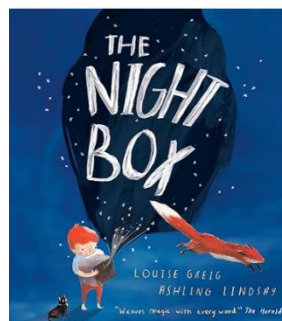
SOA: Letter/email (I)



Nikola Tesla
by Azadeh Westergaard

Outcome 1: Biography (I)

SOA: Newspaper article (I)



The Night Box
by Louise Greig

Outcome 2: Adventure Narrative (E)

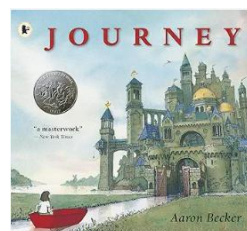
SOA: Non-chronological report (I)



The Dark
by Lemony Snicket

Outcome 1: Poetry (E)

SOA: Adventure narrative opening including dialogue (E)



Journey
by Aaron Becker

Outcome 2: Mystery narrative (E)

SOA: Poetry (E)



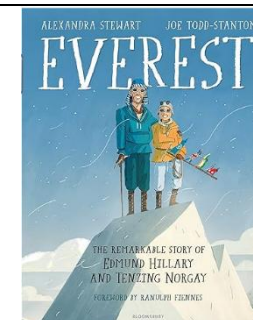
NF linked to Youlbury Residential

Outcome 1: Leaflet (I)

SOA: Mystery narrative - setting description including dialogue (E)

Outcome 2: Adventure narrative (E)

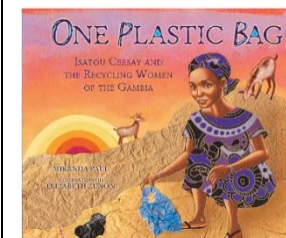
SOA: Non-chronological report (I)



Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay
by Alexander Stewart

Outcome 1: Magazine article (I)

SOA: Leaflet (I)



One Plastic Bag
by Miranda Paul

Outcome 2: Poster (I) (P)

SOA: Magazine article (I)



Langford Village CP School

Writing Curriculum Map

Year 4	Charlie and the Chocolate Factory by Roald Dahl	Windows by Julia Denos	Nikola Tesla by Azadeh Westergaard	The Dark by Lemony Snicket	NF linked to Youlbury Residential	Everest by Alexander Stewart
	<i>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. the strict maths teacher with curly hair.</i> <i>Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</i> Plan their writing by discussing and recording ideas. Use the first two or three letters of a word to check its spelling in a dictionary. Proofread for spelling and punctuation errors. Dum Spiro Literacy Shed Clip <i>Understand the difference between plural and possessive –s.</i> <i>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and words with irregular plurals e.g. children's.</i> <i>Use conjunctions, adverbs and prepositions to express time and cause for cohesion.</i> In narratives, create settings, characters and plots. Compose and rehearse sentences orally (including dialogue). Use an increasing range of sentence length and structure.	<i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</i> <i>Extend the range of sentences with more than one clause by using a wider range of conjunction including when, if, because, although.</i> Organise paragraphs around a theme. Discuss writing similar to that which they are planning to write in order to understand and learn from its structures, vocabulary and grammar. Excitable Edgar Literacy Shed Clip <i>In non-narrative material uses simple organisational devices.</i> <i>Use varied and rich vocabulary.</i> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. the strict maths teacher with curly hair. Understand the difference between plural and possessive -s. Writing is clear in purpose. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.	<i>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary.</i> <i>Standard English forms for verb inflections instead of local spoke forms.</i> Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on character or issue. Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences. The Night Box by Louise Grieg <i>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause or end punctuation within inverted commas: The conductor shouted, "Sit down!"</i> <i>Use fronted adverbials followed by a comma.</i> <i>Indicate possession by using the possessive apostrophe with plural nouns.</i> Openings and closings are clearly signalled and well developed. Use an increasing range of sentences length and structure.	<i>Use figurative language such as similes and alliteration to build a picture in the reader's head.</i> Compose and rehearse sentences orally, progressively building a varied and rich vocabulary. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Journey by Aaron Becker <i>Use the present perfect form of verbs in contrast to the past.</i> <i>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</i> Understand the difference between plural and possessive -s. Use conjunctions, adverbs and prepositions to express time and cause for cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. the strict maths teacher with curly hair. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements.	<i>Overlearn previously taught grammar and punctuation.</i> Plan their writing by discussing and recording ideas. Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences. Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on character or issue. Proofread for spelling and punctuation errors. In narratives, creates settings, characters and plots. Use varied and rich vocabulary. Openings and closings are clearly signalled and well developed. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggest improvements. Use and understand the grammatical terminology in English Appendix 2 accurately when discussing writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial.</i>	<i>Overlearn previously taught grammar and punctuation.</i> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences. Openings and closings are clearly signalled and well developed. Writing is clear in purpose. One Plastic Bag By Miranda Paul <i>Overlearn previously taught grammar and punctuation.</i> Plan their writing by discussing and recording ideas. Writing is clear in purpose. Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on character or issue. Proofread for spelling and punctuation errors. Use and understand the grammatical terminology in English Appendix 2 accurately when discussing writing and reading: <i>determiner, pronoun, possessive pronoun, adverbial.</i>



Langford Village CP School

Writing Curriculum Map

Year 4	Terminology for pupils: - determiner - pronoun, possessive pronoun - adverbial
	Spelling (embedded throughout the year/ taught in discrete spelling sessions - see English Appendix 1)
	Pupils should be taught to: - use further prefixes and suffixes and understand how to add them (<i>English Appendix 1</i>) - spell further homophones - spell words that are often misspelt (<i>English Appendix 1</i>) - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - use the first two or three letters of a word to check its spelling in a dictionary
	Pupils should be taught to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Handwriting (embedded throughout the year/taught in discrete handwriting sessions) Pupils should be taught to: - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Notes and guidance (non-statutory) Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Langford Village CP School

Writing Curriculum Map

Entertain Inform Persuade Discuss

Year 5



Hansel & Gretel
by Neil Gaiman

Outcome 1: narrative character description (E)

SOA: Setting description

Outcome 2:
Narrative with dialogue (E)

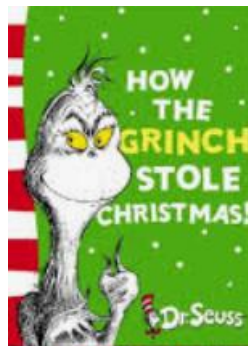
SOA: Wanted poster



Pandora
Literacy Shed Clip

Outcome 1: Non - chronological report (I)

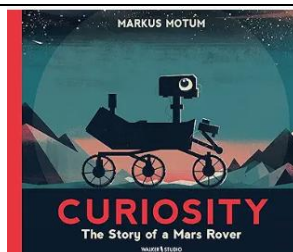
SOA: Narrative with dialogue (E)



How the Grinch Stole Christmas!

Outcome 2: Instructions (I)

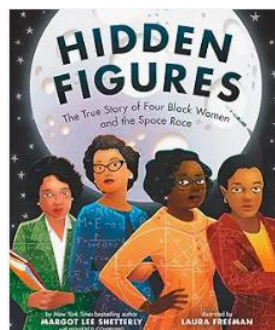
SOA: Non-chronological report (I)



Curiosity, The story of a Mars Rover
by Markus Motum

Outcome: 1 Newspaper report (I)

SOA: Instructions (I)



Hidden Figures
by Laura Freeman

Outcome 2: Biography (E) (I)

SOA: Newspaper report (I)



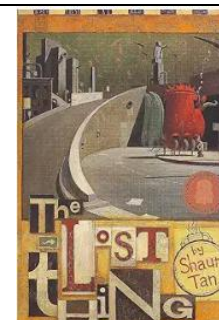
The Lighthouse
Literacy Shed Clip

Outcome 2: Narrative story opening (E)

SOA: Biography of Grace Darling (E) (I)

Outcome 2: Persuasive letter (I) (P)

SOA: Newspaper report (I)



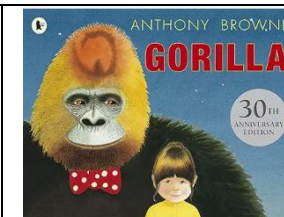
The Lost Thing
by Shaun Tan

Outcome 1: Diary (E) (I)

SOA: Narrative story opening (E)

Outcome 2: Narrative from the 'Thing's' viewpoint (E)

SOA: Lost and found advert for a newspaper (I)



Gorilla
by Anthony Browne

Outcome 1: Balanced argument - for and against Zoos (I) (D)

SOA: Narrative from the 'Gorilla's' viewpoint (E)

Jump from Space – Felix Baumgartner

Outcome 1: Poetry (E)

SOA: Balanced argument (D) (I)



Langford Village CP School

Writing Curriculum Map

Year 5	Hansel & Gretel by Neil Gaiman	Pandora Literacy Shed Clip	Curiosity, The story of a Mars Rover by Markus Motum	The Lighthouse Literacy Shed Clip	The Lost Thing by Shaun Tan	Gorilla by Anthony Browne
	<i>Use commas to clarify meaning or avoid ambiguity in writing.</i> <i>Use relative clauses beginning with who, which, where, when, whose, that.</i> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. Proofread for spelling and punctuation errors. <i>Use fronted prepositional phrases for greater effect: Throughout the stormy winter ... Far beneath the frozen soil ...</i> <i>Convert nouns or adjectives into verbs using -ate, -ise or ify.</i> Use relative clauses beginning with who, which, where, when, whose, that. Make deliberate choices of sentence length and structure for impact on the reader. Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports. Evaluate and edit by assessing the effectiveness of their own and other's writing.	<i>Use further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points, underlining.</i> <i>Use a range of devices to build cohesion within paragraphs.</i> Use expanded noun phrases to convey complicated information concisely. Identify audience for, and purpose of, the writing. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. How the Grinch Stole Christmas! Literacy Shed Clip <i>Use brackets, dashes or commas to indicate parenthesis.</i> <i>Use a colon to introduce a list.</i> Use further organisational and presentational devices to structure texts and to guide the reader e.g. headings, bullet points, underlining. Select the appropriate form and use other similar writing as models for their own. Proofread for spelling and punctuation errors.	<i>Ensure correct subject and verb agreement when using singular and plural.</i> <i>Link ideas across paragraphs using adverbials of time (later), place (nearby), number (secondly).</i> Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences. Viewpoint established and generally maintained. Hidden Figures By Laura Freeman <i>Use the perfect form of verbs to mark relationships of time and cause.</i> <i>Ensure consistent and correct use of tense throughout a piece of writing.</i> Choose the appropriate register for the audience and purpose (formal or informal). Note and develop initial ideas, drawing on reading and research where necessary. Evaluate and edit by assessing the effectiveness of their own and other's writing.	<i>In narratives, describe setting, characters and atmosphere.</i> <i>Link ideas across paragraphs through tense choice (he had seen her before).</i> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use commas to clarify meaning or avoid ambiguity in writing. Evaluate and edit by assessing the effectiveness of their own and other's writing. <i>Use model verbs or adverbs to indicate degrees of possibility.</i> <i>Use further prefixes and suffixes and understand the guidance for adding them e.g. dis-, de-, mis-, over-, and re-.</i> In narratives, describe setting, characters and atmosphere. Use figurative language such as similes, alliteration, metaphors and personification. Link ideas across paragraphs through tense choice (he had seen her before). Proofread for spelling and punctuation errors.	<i>Use a wide range of clause structures, sometimes varying their position within the sentences.</i> <i>Overlearn previously taught grammar and punctuation.</i> Use model verbs or adverbs to indicate degrees of possibility. Choose the appropriate register for the audience and purpose (formal or informal). Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within paragraphs. Content is balanced between action/description/ dialogue, fact and comment. Viewpoint established and generally maintained. Proofread for spelling and punctuation errors.	<i>Overlearn previously taught grammar and punctuation.</i> Use relative clauses beginning with who, which, where, when, whose, that. Ensure consistent and correct use of tense throughout a piece of writing. Use brackets, dashes or commas to indicate parenthesis. Evaluate and edit by assessing the effectiveness of their own and other's writing. Jump from Space – Felix Baumgartner <i>Overlearn previously taught grammar and punctuation.</i> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: <i>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</i>



Langford Village CP School

Writing Curriculum Map

Year 5	Terminology for pupils: • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity
	Spelling embedded throughout the year/ taught in discrete spelling sessions - see <i>English Appendix 1</i>)
	Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically, as listed in <i>English Appendix 1</i> • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.
	Handwriting (embedded throughout the year/taught in discrete handwriting sessions)

Pupils should be taught to:

- write legibly, fluently and with increasing speed
- choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choose the writing implement that is best suited for a task

Notes and guidance (non-statutory)

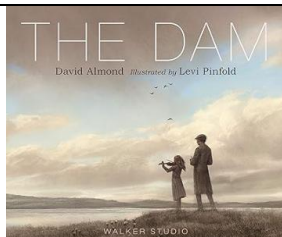
Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Langford Village CP School

Writing Curriculum Map

Entertain Inform Persuade Discuss

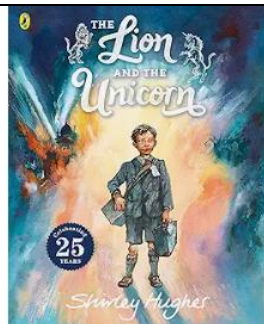
Year 6



The Dam
by David Almond

Outcome: Narrative - setting
description
(E)

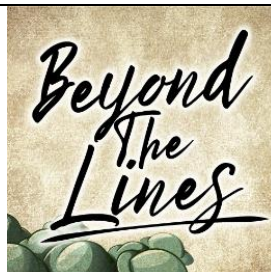
SOA: Poetry
(E)



The Lion and the Unicorn
by Shirley Hughes

Outcome: Narrative -
monologue
(E)

SOA: Newspaper report
(I)



Beyond the Lines
Literacy Shed Clip

Outcome: Diary
(E) (I)

SOA: Narrative with
dialogue (E)

Outcome: Flashback
narrative
(E) (I)



The Explorer
by Katherine Rundell

Outcome: Narrative -
Adventure story opening
(E)

SOA: Diary
(E) (I)



**Saving Sorya – Chang and
the Sun Bear**
by Trang Nguyen

Outcome: leaflet (I)

SOA: Narrative - Adventure
story opening
(E)



Pig Heart Boy
by Malorie Blackman

Outcome: Persuasive letter
(P) (I)

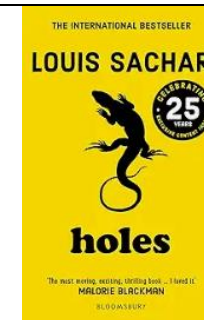
SOA: Leaflet



The Last Bear
by Hannah Gold

Outcome 1: Non-
chronological report
(E) (I)

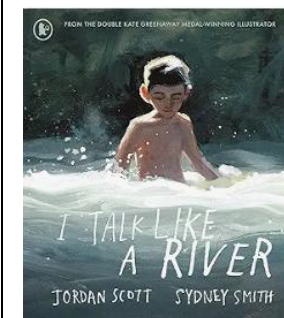
SOA: Persuasive letter
(climate change)
(E)



Holes
by Louis Sachar

Outcome: Balanced
argument (rehabilitation)
(P) (D)

SOA: Non-chronological
report (E) (I)



I Talk like A River
by Jordan Scott

Outcome: Poetry – Tanka
(E)

SOA: Balanced argument
(nature)
(P) (D)



Langford Village CP School

Writing Curriculum Map

Year 6	The Dam by David Almond	The lion and the Unicorn by Shirley Hughes	Beyond the Lines Literacy Shed Clip	The Explorer by Katherine Rundell	Pig Heart Boy by Malorie Blackman	Holes by Louis Sachar
	<i>Use relative clauses beginning with who, which, where, when, whose, that or within an implied (i.e. omitted) relative pronoun.</i> <i>Ensure the consistent and correct use of tense throughout a piece of writing.</i> Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision. Use dictionaries to check the spelling and meaning of words. Use a thesaurus. Proofread for spelling and punctuation errors. The Highwayman by Alfred Noyes <i>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables.</i> <i>Use a colon to introduce a list.</i> Select the appropriate form and use other similar writing as models for their own. Note and develop initial ideas, drawing on reading and research where necessary. Proofread for spelling and punctuation errors.	<i>Use semi colons within lists.</i> <i>Use brackets, dashes or commas to indicate parenthesis.</i> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Evaluate and edit by assessing the effectiveness of their own and other's writing. Alma Literacy Shed Clip <i>Use correct subject verb agreement when using singular and plural.</i> <i>Integrate dialogue to convey character and advance the action.</i> Use a range of devices to build cohesion within and across paragraphs. Draft and write by using a wide range of devices to build cohesion within paragraphs. Evaluate and edit by assessing the effectiveness of their own and other's writing.	<i>Use semi colons, colons or dashes to mark boundaries between independent clauses</i> <i>Use passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken.</i> In narratives, describe settings, characters and atmosphere. Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision. Select language which shows good awareness of the reader. Proofread for spelling and punctuation errors. Draft and write by using a wide range of devices to build cohesion within paragraphs. Evaluate and edit by assessing the effectiveness of their own and other's writing.	<i>Use modal verbs or adverbs to indicate degrees of possibility.</i> <i>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/adverbials) and ellipsis.</i> Integrate dialogue to convey character and advance the action. Use passive verbs to affect the presentation of information in a sentence e.g. I broke the window in the green house / the window in the greenhouse was broken. Evaluate and edit by assessing the effectiveness of their own and other's writing. Saving Sorya – Chang and the Sun Bear by Trang Nguyen <i>Use the perfect form to mark relationships of time and cause.</i> <i>Use hyphens to avoid ambiguity</i> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables. Use relative clauses beginning with who, which, where, when, whose, that or within an implied (i.e. omitted) relative pronoun.	<i>Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this.</i> <i>Select language which shows good awareness of the reader.</i> Use further prefixes and suffixes and understand the guidance for adding them. Draft and write by using a wide range of devices to build cohesion within paragraphs. Evaluate and edit by assessing the effectiveness of their own and other's writing. The Last Bear by Hannah Gold <i>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/discover; find out/request; go in/enter.</i> <i>Overlearn previously taught grammar and punctuation.</i> Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables. Proofread for spelling and punctuation errors.	<i>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as: If I were or Were they to come.</i> Ensure the consistent and correct use of tense throughout a piece of writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proofread for spelling and punctuation errors. Evaluate and edit by assessing the effectiveness of their own and other's writing. I Talk like A River by Jordan Scott <i>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing.</i> <i>Overlearn previously taught grammar and punctuation.</i> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.



Langford Village CP School

Writing Curriculum Map

Year 6	Terminology for pupils: • subject, object, active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon • bullet points
	Spelling embedded throughout the year/ taught in discrete spelling sessions - see <i>English Appendix 1</i>) Pupils should be taught to: • use further prefixes and suffixes and understand the guidance for adding them • spell some words with 'silent' letters [for example, knight, psalm, solemn] • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <i>English Appendix 1</i> • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus
	Handwriting (embedded throughout the year/taught in discrete handwriting sessions) Pupils should be taught to: • write legibly, fluently and with increasing speed • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing implement that is best suited for a task Notes and guidance (non-statutory) Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.