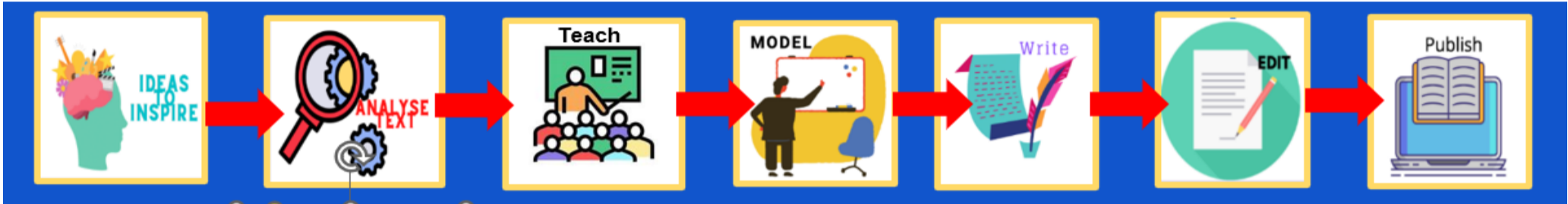




English Writing Curriculum

Introduction

Effective writing instruction follows a structured sequence to support children in developing their writing skills with purpose and confidence. This approach ensures that children engage with vocabulary-rich texts, analyse different writing styles, and receive explicit teaching in key grammatical and structural elements. Through teacher modelling and guided practice, children gain a deep understanding of how to craft technically accurate, engaging, and purposeful writing. Opportunities for self and peer evaluation further refine their work, enabling them to make thoughtful revisions before producing a final, polished piece. This structured process not only enhances their writing ability but also fosters creativity, independence, and a strong command of language.



<p>Vocabulary rich text have been selected (with cross curricular links being made where applicable) and are used to generate inspiring opportunities to write for purpose.</p>	<p>A series of lessons will be spent teaching and practising the required vocabulary grammar, punctuation and text features as well as different sentence structures, to enable children to apply these to their independent written work.</p>	<p>Time will be spent analysing a text type to sufficiently develop knowledge and understanding about the style and purpose of the text type. This will enable children to form opinions and develop the necessary tone and vocabulary choices to emulate this style of writing, as well as being able to identify the grammar features required to practise before writing their own piece of text.</p>	<p>The class teacher will explicitly model the writing process to ensure children have seen and understood how to incorporate the required grammar elements into their writing and how to edit and improve as they write.</p>	<p>Children will produce technically accurate pieces of written work which, show understanding of purpose; are lively and engaging showing assured and conscious control of levels of formality; select the appropriate vocabulary and grammar to achieve a successful outcome.</p>	<p>Children will self evaluate their own writing or peer evaluate another's writing. They will respond to feedback from their teacher (both verbal and written feedback in red pen) Children will discuss and evaluate the impact of their language and grammar features and edit in purple pen accordingly . Redrafting will take place as necessary.</p>	<p>Final pieces can be hand written or word processed, ensuring a balance between the two is achieved. Published work could be for display.</p>
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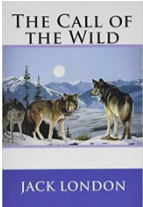
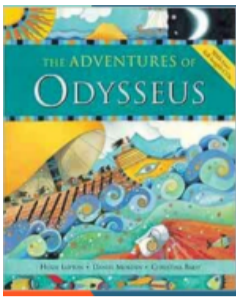


Year 3		Overview				
		<p>Stone Age Boy</p> 	<p>The Bear and the Piano</p> 	<p>The Boy who Grew Dragons</p> 		<p>Marcy and the Riddle of the Sphinx</p> 
Purpose	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain	Writing to Persuade
Text form	Short diary entry	Explanation text -	Descriptive writing – setting/character	Poetry about dragons	A piece of reflective writing in character	Historical narrative
Focus	Using first-person perspective and past tense to convey personal feelings.		Using emotive language and detailed descriptions to recount events. Expanded noun phrases Similes Third person Recount style	Using visual layout and vivid imagery to enhance meaning.	Creating character depth with reflective detail.	
Purpose	Writing to Inform	Writing to Inform	Writing to inform	Writing to entertain	Writing to Persuade	Writing to entertain
Text form	Non-chronological report	Recount in form of a letter	Informal letter Writing a descriptive letter home to describe the setting.	Diary entry	Formal Speech	Writing a story – building atmosphere and suspense
Focus	Fact, detail, sentence structure, description, adverbials	Sentence structure, paragraphs, conjunctions.	Conveying personal tone and informal style. Figurative language, adjectives, adverbs, conjunctions, powerful verbs, emotive language	.	Structuring arguments with repetition and rhetorical devices.	Reflecting mood changes and personal growth
Purpose	Writing to persuade	Writing to entertain	Writing to entertain	Writing to Persuade	Writing to Discuss	Writing to entertain
Text form	Persuasive letter from viewpoint of animals	Non-chronological report on The Stone Age	Alternative ending	Informal letter	A newspaper report	A short traditional tale
Focus	Writing in sentences, paragraphs, adverbials, conjunctions, rhetorical questions, revisit 1 st person & emotive language	Conjunctions Expanded noun phrases Commas Relative Clauses	Building pace and tension with dynamic descriptions.		Writing in third person with factual accuracy and concise language.	Link to Egyptian myths and legends

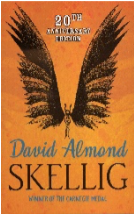


Year 4	Overview					
						
Purpose	Writing to entertain	Writing to inform	Writing to inform	Non-chronological report on cats	Writing to entertain	Writing to entertain
Text form	Diary Entry	Setting Description	Recount / writing in role	Report on breed of Cat (fictional)	Dialogue <i>Write a short scene using dialogue between the boy and someone he tells about the camera.</i>	Recount/Diary
Focus	First person Past Tense Personal reflections feelings/rhetorical questions) Informal language – use of contractions	Expanded noun phrases Fronted adverbials Figurative language – similes/personification	First person Past Tense Personal reflections (adjectives to describe feelings/rhetorical questions) Informal language – use of contractions Fronted Adverbials	Subordinating conjunctions Expanded noun phrases Commas Relative Clauses	Fronted adverbials Expanded noun phrases Subordinate clauses Nouns & pronouns for cohesion Full punctuation /direct speech Commas after fronted adverbials	First person Past Tense Personal reflections feelings/rhetorical questions) Informal language – use of contractions
Purpose	Writing to inform	Writing to entertain	Writing to entertain	Writing to Discuss	Writing to inform	Writing to Persuade
Text form	<i>Non-chronological report</i>	Persuasive writing/speech	Descriptive poem	Persuasive Letter to City council	Nonfiction writing	Persuasive letter
Focus	Third person Technical vocabulary/factual information. Formal language Paragraphs to organise ideas.	Nouns and pronouns to create cohesion Adverbials (therefore, however). Paragraphs. Recap expanded noun phrases to give positive points for persuasion.	. Figurative language – similes/personification Expanded noun phrases	Subordinating conjunctions Expanded noun phrases Commas Relative Clauses Start Prent perfect	Organising information into logical sections with subheadings.	Selecting strong points and counterpoints to build a convincing case.
Purpose	Writing to Persuade	Writing to entertain	Writing to entertain	Writing to entertain	Writing to entertain	Writing to entertain
Text form	A persuasive letter	Narrative – suspense writing	Newspaper report	Poetry – figurative language focus-soundscape poem	A piece of extended narrative	Narrative – alternative ending
Focus	Use of causal conjunctions to give detailed reasons. Adverbials to link ideas within and across paragraphs. Rhetorical questions Emotive language	Dialogue to convey character Revisit fronted adverbials & expanded noun phrases Explore sentence length e.g. short sentences for suspense.	Staying true to original tone and character.	Similes metaphors personification alliteration onomatopoeia expanded noun phrases prepositional phrases for imagery fronted adverbials for effect	Developing story with complex characters and detailed settings.	Managing multiple plot strands with clarity.



Year 5	Overview					
						
Purpose	Writing to entertain	Writing to entertain	Writing to inform	Writing to persuade	Writing to Persuade	Writing to Discuss
Text form	To continue a narrative	Character description	Biography	Informal letter	A piece of persuasive writing	Discuss the actions of Odysseus
Focus	Using dialogue and action to move the story forward.	Showing rather than telling through precise description.	Third person Relative clauses with a focus on fact and detail Emotive language Parenthesis	Paragraphs used to group related ideas Emotive Language	Employing modal verbs and persuasive connectives.	Modal verbs: <i>could, might, should</i> Adverbials: <i>However, On the other hand...</i> Relative clauses Expanded noun phrases Paragraphs for each viewpoint
Purpose	Writing to inform	Writing to inform	Writing to discuss	Writing to entertain	Writing to inform	Writing to Persuade
Text form	A non-fiction presentation	Newspaper	Balanced argument	Narrative "Escape from Camp Green Lake"	A formal letter	Persuade Poster task warning on Sirens/Scylla
Focus	Structuring content with clear headings and bullet points.	Reported speech and past tense	Poor laws, children's rights Adding detail using relative clauses Adding detail using parenthesis Fact and description Emotive language	Subordinate and relative clauses	Maintaining formal tone and structure.	Focus: Clear message, strong language, visual layout Imperatives: Rhetorical questions Commas for fronted adverbials Adjectives for impact
Purpose	Writing to entertain	Writing to entertain	Writing to Inform	Writing to entertain	Writing to inform	Writing to inform
Text form	Poetry	Chapters to further build an atmosphere	Formal letter	Setting description	A report to present	Write a letter from Odysseus to Penelope
Focus	Using figurative language to evoke mood or atmosphere.		Formal language Persuasive devices	Sensory details, fronted adverbials, figurative language, mood and vocabulary choices, shifting in perspective	Including evidence to support points.	Clear structure, formal/informal tone / Subordinate clauses Expanded noun phrases Commas in lists Fronted adverbials



Year 6	Overview					
	The Arrival 	Goodnight Mr Tom 	Skellig 	Journey to the river sea 	The London eye mystery 	Hidden Figures 
Purpose	Writing to inform	Writing to persuade	Writing to entertain	Writing to entertain	Writing to entertain	Writing to Inform
Text form	An informal letter Emotive language	Setting description – prepositional phrases, expanded noun phrases, Diary entry	Newspaper Report Expanded noun phrases Fronted adverbials Semi colons/colons Sentence starters	Speak to Lauren	Newspaper report	Biography
Focus	Using imagination to support imagery of characters Conveying personal tone and conversational style	Past tense, first person informal language Speech marks to advance the narrative Language and reflection point Deep emotion	Extension of a narrative Adverbials Sentence starters Ensuring continuity of plot and character development.	Deepening character voice and perspective.	Precise use of chronological language and detailed description.	Using rhetorical devices such as rule of three and emotive language.
Purpose	Writing to entertain	Writing to inform	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain
Text form	Setting description Expanded noun phrases, fronted avverbials, relative clauses	Political public address	Character description Relative clauses Parenthesis Literary devices Figurative language	A letter of apology	Missing person report/eye witness report	Memoir
Focus	Staying in role through consistent voice and actions Speech marks to advance the narrative.. Figurative language and vocabulary choice	Formal language and specific vocabulary Active and passive voice, semi colons	Deepening introspection and self-awareness.	Expressing regret and offering resolution.	Combining appearance and thoughts for depth.	Strong personal voice, vivid imagery, deepening introspection and self-awareness
Purpose	Writing to entertain	Writing to entertain	Writing to Persuade	Writing to entertain	Writing to Discuss	Writing to Persuade
Text form	A narrative in character	Diary entry	Balanced argument for a speech	An extended narrative	A persuasive speech	A persuasive speech
Focus	Conveying personal tone and conversational style. Staying in role through consistent voice and actions.	Language and reflection point Deep emotion	Providing balanced views with strong conclusions.	Managing multiple plot strands and complex character interactions.	Using rhetorical questions and repetition for emphasis.	Emotive language, imperatives, modal verbs, rhetorical questions