

Writing at Moat Hall Primary School



Intent

English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses to the best of their ability in the areas of reading, writing, speaking and listening by the time they leave our school in Year 6.

Staff at Moat Hall Primary Academy feel it is essential to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach English lessons which focus is accessible for all. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Moat Hall Primary Academy will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Moat Hall, our vision is for creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way.

At Moat Hall Primary School we intend to develop in our children:

- A positive attitude towards all aspects of English, including spoken language.
- A passion for the English language in all classes.
- The confidence to work with growing independence in the different areas of English.
- The competence to produce a high standard of work, with our children meeting age related expectations or above.
- An awareness of audience and purpose for writing.
- A fluent handwriting style containing correct joins and letter formation by the end of KS2.
- A good grasp of phonics, spelling, vocabulary, grammar and punctuation.
- The ability to apply these skills to sustained pieces of writing.

Implementation

We hope to achieve this by:

- Prioritising reading, writing and speaking and listening at every opportunity.

- Providing stimulating environments in which all aspects of literacy can thrive.
- Developing trusting relationships in the classroom, involving good use of peer and self-assessment, so that pupils feel confident to express themselves without fear of embarrassment or criticism.
- Allowing time for the children to immerse themselves in rich language, contexts and environments.
- To ensure diversity of texts used.
- Following a text-based learning approach within English lessons, linking texts to topics where suitable.
- Motivating children through exciting topics which they help to plan and drive forward.
- Making lessons highly interactive and productive, so children have time to **do, evaluate and improve**.
- Implementing the Nelson Handwriting scheme from KS1 to include flicks for joining letters, then cursive writing from Year 2.
- Giving the children the opportunity to read for pleasure through the use of our well-stocked school library.
- Providing opportunities throughout the school year to promote reading and writing (e.g. Book fairs, competitions, World Book Day, parent workshops, author visits and reading incentives,).

Teaching and Learning Principles

Our teaching and learning strategy at Moat Hall Primary Academy is based upon the 2018 National Curriculum for English. We teach children by year groups and ensure all lessons are accessible to all children to perform and succeed. This will enable those pupils to develop basic skills, as well as their confidence and independence at a more manageable pace or to extend the skills they already have. We have also identified those pupils who would benefit from additional English support and they follow interventions such as Catch up Literacy to fill any gaps in children's learning journey.

Planning

Planning guidelines for Years 1-6 are taken from the 2018 National Curriculum. EYFS follow the Development Matters statements. As teachers are covering aspects of the curriculum, they highlight areas of the curriculum in their planning files (Reading, Writing, GPS, Speaking and Listening). This is used alongside the school's assessment materials so that we can tailor lessons to meet the needs of our pupils.

Genres and text coverage is crucial here at Moat Hall Primary Academy and each year group has been allocated a range of fiction, non-fiction and poetry objectives and texts to ensure that each child is exposed to all writing genres in the curriculum.

Writing units are designed to take 2-3 weeks, which are broken down into 3 key elements; Understanding, Application and Write.

Understanding: During this period, teachers will immerse the children in the text, video or image by developing the understanding the genre of writing, purpose and audience and the grammatical features. Stand alone, spelling, punctuation and grammar lessons are key to the development of the children's understanding and achieving National Standards.

Application: In this period, teachers develop children's learning by applying the knowledge of grammatical features in context. Allowing children to apply their knowledge allows the children to develop independence and write for purpose in context. Self and peer assessment is key to this procedure to ensure progression and to develop deeper understanding of the purpose for writing.

Write: In the final period, children will get the opportunity to bring all their learning together to create their final independent write. Peer and Self-assessment are key to ensuring progression as well as teacher feedback given either verbally or written to each child. Children do have an opportunity to publish a piece of writing once a half term to be kept for moderation.

Additionally, once a term, teachers will plan a 'Inspired write'. This is a unit in which the teacher will show a text, image or video to inspire the children to write an independent write. This is a unit taught previously which allows children to use knowledge and understanding previously learnt and apply it in an interactive, independent manner.

ICT can play a big part in lessons, but only if it is the best option. We do not feel the need for over-use of ICT and value the importance of 'real' texts, with classes reading and analysing whole texts together.

Because 'personalised' learning is held with such high regard, teachers do a medium plan of the objectives to be covered during a unit. From this they will produce a weekly plan which can be adapted/amended as the week goes on through daily evaluations. This will ensure that the needs of the children are being met, for example either through more consolidation and practice or extension activities.

Planning formats are consistent across the key stages and hard copies of annotated plans are kept in teacher's planning files, which are moderated regularly by the English coordinator and Head Teacher.

Handwriting

All children in EYFS are taught to hold a pencil correctly and form all letters correctly. Once our children have mastered using correct letter formation, they are taught to use the pre-cursive handwriting script following the Nelson handwriting scheme. Handwriting will be taught following the order of the phonic sounds in the Sounds Write programme and will be recorded in Sounds Write exercise books. All letters will start from the same entry point on the line and the pencil should not leave the page for each word. From year 2 children are expected to join up their writing. All staff should model the handwriting cursive script when they write for any purpose within the classroom. All children should be expected to write in this style of handwriting whenever they write, in all subjects.

From Summer term in Reception (if children are ready) the children are to use English books containing tramped handwriting paper. This will continue throughout Years 1 and 2 and until the children are forming their letters correctly (ascenders and descenders correctly formed). Children will then progress onto normal lined English books when their handwriting is at the expected standard.

Entitlement and Provision

All children are entitled to an English curriculum that meets their needs. The following is done to try to ensure this happens:

- In extreme circumstances, a child may be allocated one to one in-class support.
- Parents will be kept informed and encouraged to assist in helping their children.
- Teaching assistants are used to support groups and/or individual children. This includes additional support outside of the daily English lesson.

Assessment and Recording

Writing and GPS

We firmly believe that the focus should be on 'learning' rather than teaching, and value the importance of our school assessment materials as a tool for all of our children in Key Stages 1 and 2. The assessment focuses in writing are made clear to children and they are included in the evaluating of their work and future target setting. Self-evaluation and editing is key in getting children to understand what they can do well and what they need to improve on further.

Assessment in writing is now firmly embedded. Our children have personal targets and especially in year 6 children are expected to take an active part in the assessment of their own work.

Assessment is an ongoing process, though summative samples are also undertaken with the children each term.

We regularly cross moderate children's writing samples within school and with other schools to ensure consistency.

Speaking and Listening

We do not use any summative assessments or formal assessment materials for Speaking & Listening and purely base our judgements on how children respond during lessons. We report on their confidence levels, articulacy, and ability to listen to others when we record our levels on the end of year reports.

For more information on assessment, recording and target setting please refer to the Assessment Policy and Marking Policy.

Monitoring

English books are selected for regular work scrutiny to ensure children are learning basic literacy skills and being provided with ample opportunities to produce sustained independent writing to put these skills in to practice.

Lesson observations can be carried out by the English co-ordinator and head teacher where the focus is primarily on the learning, progression and the rates of engagement and productivity of pupils.

We also know the importance of regular Pupil Voice questionnaires and Learning Environment monitoring and these findings also contribute towards our English Action Plan.

Roles and Responsibilities

It is expected that the English coordinator will fulfil the following role:

- Support colleagues in planning, teaching and assessing English.
- Undertake any training, courses, etc. to keep teaching practice and knowledge of new initiatives up-to-date.
- Keep colleagues informed of any changes in practice, providing training and/or information when appropriate.
- Monitor the planning and teaching of English throughout the school.
- Ensure that resources are appropriate, available and of good quality.
- Liaise with the head teacher, staff, governors and SENCO when necessary.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. By the end of KS2, the majority of our children have made considerable progress from their starting points in EYFS. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Our children are also becoming more confident readers and they realise the importance of reading for pleasure along with reading for information.

As all aspects of English are an integral part of the curriculum and we hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.



Writing Progression Map

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks CL . ? Exclamation marks and commas in a list. Apostrophes for contracted form and for possession	Use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)	Use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas)	use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis	use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuating bullet points consistently
Grammar children should:	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)	use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence	use coordination (using or, and, or but) use commas in lists use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because)	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use fronted adverbials	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials	use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs	recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms use passive verbs to affect the presentation of information in a sentence use the perfect form of verbs to

		<p>sentences to form short narratives</p> <p>separate of words with spaces use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing</p>	<p>use conjunctions, adverbs and prepositions to express time and cause learn,</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>correctly punctuated use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>use verb prefixes use devices to build cohesion, including adverbials of time, place and number</p>	<p>mark relationships of time and cause</p> <p>understand and use differences in informal and formal language</p> <p>understand synonyms & Antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials use of ellipsis</p>
Grammatical Terminology children should:	<p>letter capital letter word sentence full stop</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>

			tense (past, present) apostrophe comma	inverted commas			
Vocabulary children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	leave spaces between words join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf	use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives	use a thesaurus extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use a thesaurus extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility	use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility
Performing Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

<p>Grammatical Terminology children should:</p>	<p>letter capital letter word sentence full stop</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel inverted commas</p>	<p>determiner pronoun possessive pronoun adverbial</p>	<p>modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
<p>Contexts for Writing children should:</p>	<p>Child initiated writing (in role, and for purpose) write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>

<p>Editing Writing children should:</p>	<p>To check written work by reading and make changes where necessary.</p>	<p>re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils</p>	<p>evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p>
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Writing Progression Map: Punctuation and Grammar



Grammar	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use adjectives	✓	✓	✓	✓	✓	✓	✓
To use a co-ordinating conjunction	✓	✓	✓	✓	✓	✓	✓
use regular plural noun suffixes (-s, -es)		✓	✓	✓	✓	✓	✓
use verb suffixes where root word is unchanged (-ing, -ed, -er)							
use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives		✓	✓	✓	✓	✓	✓
separate of words with spaces use sentence demarcation (. ! ?)		✓	✓	✓	✓	✓	✓
use capital letters for names and pronoun 'I')							
use sentences with different forms: statement, question, exclamation, command			✓	✓	✓	✓	✓
use coordination (using or, and, or but) use subordination (using when, if, that, or because)			✓	✓	✓	✓	✓
use the present and past tenses correctly			✓	✓	✓	✓	✓

and consistently including the progressive form							
use apostrophes for omission & singular possession			✓	✓	✓	✓	✓
use commas in lists			✓	✓	✓	✓	✓
use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English			✓	✓	✓	✓	✓
use fronted adverbials				✓	✓	✓	✓
use conjunctions, adverbs and prepositions to express time and cause learn,							
use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)				✓	✓	✓	✓
use the perfect form of verbs to mark relationships of time and cause						✓	✓
use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun						✓	✓
convert nouns or adjectives into verbs						✓	✓
use verb prefixes use devices to build cohesion, including						✓	✓

adverbials of time, place and number							
recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms							✓
use passive and active verbs to affect the presentation of information in a sentence							✓
Synonyms & Antonyms							✓
use further cohesive devices such as grammatical connections and adverbials use of ellipsis							✓

	Description: Character or Setting	Narrative Adventure	Narrative Mystery	Narrative Science Fiction	Narrative Fantasy	Narrative Historical Fiction	Narrative Contemporary Fiction	Narrative Dilemma	Narrative-Traditional Tale	Narrative Fables	Narrative Fairy Tales	Narrative Myths	Narrative Film (Dialogue)	Monologue	Narrative Legend
Y1	✓				✓		✓		✓ ✓ ✓	✓ ✓	✓				
Y2	✓				✓		✓ ✓			✓	✓				
Y3	✓ ✓	✓		✓	✓										✓
Y4	✓	✓	✓								✓	✓	✓		
Y5	✓		✓	✓		✓							✓	✓	
Y6	✓		✓		✓			✓						✓	

	Discussion Text	Explanatory	Instructions	Persuasion: Formal, Informal letter Speech	Non-Chronological reports	Recounts	Information text
Y1			✓	✓	✓		✓
Y2			✓	✓		✓	
Y3		✓	✓	✓	✓	✓	✓
Y4	✓ ✓	✓		✓ ✓	✓		
Y5	✓			✓ ✓	✓ ✓	✓	
Y6	✓	✓		✓	✓	✓	✓

Poetry Overview

	Autumn	Spring	Summer
Year 1	Acrostic Poetry	Shape Poetry	Rhyming Poetry
Year 2	Pathways – Owl and The Pussy Cat or the	Concrete Poetry – Butterfly	Repetitive Poetry – Kit Wright’s The Magic Box
Year 3	Pathways – Dance with me Autumn/Valerie Bloom	Nonsense Poetry	Alliterated Poetry
Year 4	Haiku	Kennings	Pathways -The Lost Lost -Property Office
Year 5	Limericks	Couplets	Sonnets
Year 6	Narrative Poetry – The Raven Edgar Allen Poe Or Lost Words Free Verse	Performance Poetry -Benjamin Zephaniah	Social/Political Poetry – Study Black Eyed Peas/Stormzy

Text Mapping

Year 1			
Term	Text	Fiction/Non-Fiction /Poetry	Writing Outcomes
Autumn	Three Billy Goats	Fiction	Character Description- 2 weeks
	Goldilocks: Fiction		Setting Description- 2 weeks
	The Little Red Hen: Non-Fiction		Instructions- 2 weeks
	The Hare and the Tortoise: Fiction		Fable: Retell- 2 weeks
	Explorers: Non-Fiction	Non-Fiction	Information text- 2 weeks
	The Storm Whale: Fiction	Fiction	Retell- 2 weeks
	Poetry	Poetry	Acrostic poem
	Inspired write		The Gingerbread Man- 1 week
Spring	The Gruffalo: Fiction	Fiction	Character/Setting Description- 3 weeks
	The Tiger Who Came for Tea: Fact File on Tigers: Non-Fiction	Non-Fiction	Non-Chronological Report- 3 weeks
	The Jolly Postman: Non-Fiction		Informal Letter- 2 weeks
	Poetry	Poetry	Shape-Animals – 1 week

	Inspired write		
Summer	Grandad Island: Fiction	Fiction	Setting Description- 2 weeks
	The Snail and the Whale: Non-Fiction	Non-Fiction	Information text- 2 weeks
	The Lion and the Mouse: Fiction	Fiction	Fable: Retell- 2 weeks
	Bog Baby: Non-Fiction	Non-Fiction	Instructions- 2 weeks
	Elmer: Fiction	Fiction	Character description- 2 weeks
	Toys: Non-Fiction	Non-Fiction	Letter- 2 weeks
	Poetry	Poetry	Rhyming
	Inspired Write		Consolidation

Fiction	Non-Fiction
Character description Setting description Retell Fable Traditional Tales	Information text Instructions Informal letter Non-Chronological report
Poetry	Inspired Write
Acrostic poem Shape-Animals Rhyming	

Text Mapping

Year 2			
Term	Text	Fiction/Non-Fiction /Poetry	Writing Outcomes
Autumn	The Troll Swap	Fiction Non-Fiction	Retell: 2/3 weeks Formal Letter: 2/3 weeks
	Gunpowder Plot	Non-Fiction	Explanation text: 2/3 weeks
	Town Mouse and the Country Mouse	Fiction	Fable: 2/3 weeks
	Sir Charlie Stinky Socks and the Really Big Adventure	Fiction	Character/setting description- 2/3 weeks
	Poetry	Poetry	Owl and the Pussycat
	Inspired write		Polar Express

Spring	The Last Wolf	Non-Fiction	Persuasive letter: 2/3 weeks
	The Owl who was afraid of the dark	Fiction	Narrative dialogue: 2/3 weeks
	Poetry	Poetry	Concrete Poetry: Butterfly- 1 week
	Fantastic Mr Fox	Fiction	Fantasy: Descriptive opener- 2/3 weeks
	Inspired write		Consolidation
Summer	Grandad's Secret Giant: Fiction		Contemporary narrative- 2/3 weeks
	Sunflowers: Non-Fiction	Non-Fiction	Instructions- To grow a sunflower- 2/3 weeks
	Gregory Cool: Non-Fiction	Non-Fiction	Diary: 2/3 weeks
	Tell me a dragon/Dragon machine: Fiction	Fiction	Fantasy narrative- 2/3 week
	Poetry	Poetry	Repetitive Poetry- Kit Wright's The Magic Box- 1 week
	Inspired Write		Consolidation

Fiction	Non-Fiction
Character and setting description Retell Fable Narrative dialogue Descriptive opener Contemporary narrative Fantasy	Formal Letter Explanation Text Persuasion Letter Instructions Diary
Poetry	Inspired Write
Owl and the Pussycat Concrete poetry- butterfly Repetitive poetry- Kit Wright's The Magic Box	The Polar Express

Text Mapping

Year 3			
Term	Text	Fiction/Non-Fiction /Poetry	Writing Outcomes
Autumn	Seal Surfer	Fiction	Setting Description- 3 weeks
	Volcanoes	Non-Fiction	Explanation report-3 weeks
	Loch Ness Monster Scottish Fairy tales: Myths and Legends	Fiction Non-Fiction	Legend- 3 weeks Newspaper report- 3 weeks
	Poetry	Poetry	Pathways- Dance with me Autumn/Valerie Bloom- 1 week
	Inspired Write		Retell- The Snowman
Spring	Iron Man	Fiction Non-Fiction	Fantasy- 3 weeks Informal Letter- 3 weeks
	Diary of a Killer Cat	Non-Fiction	Diary- 3 weeks
	Poetry	Poetry	Non-Nonsense- Fantastic Facts- John Irwin- 1 week
Summer	The Witches	Fiction	Character Description- 3 weeks Instructions – 3 weeks
	The Heart Scarab	Fiction Non-Fiction	Adventure- 3 weeks
	Ancient Egyptians	Non-Fiction	Information Text- 3 weeks
	Poetry	Poetry	Alliterated Poetry- 1 week
	Inspired Write		Consolidation

Fiction Setting Description Legend Fantasy Adventure Character Description Retell	Non-Fiction Explanation report Newspaper report Informal letter Diary entry Instructions Information Text
Poetry Non-Nonsense- Fantastic Facts- John Irwin Pathways- Dance with me Autumn/Valerie Bloom Alliterated Poetry	Inspired Write Snowman- Retell

Text Mapping

Year 4			
Term	Text	Fiction/Non-Fiction /Poetry	Writing Outcomes
Autumn	The Rhythm of Rain	Fiction	Setting Description- 3 weeks
	Great Adventurers	Non-Fiction	Persuasive letter- 3 weeks
	Where the River Takes Us – Lesley Parr Persuasive speech	Fiction Non-Fiction	Adventure: Creative opener- 3 weeks Persuasive Speech- 3 weeks
	Poetry	Poetry	Kennings
	Inspired Write		Consolidation
Spring	Odd and the Frost Giants <i>Link with Norse Gods for Non-Chronological Report</i>	Fiction Non-Fiction	Myth- 3 weeks Non-Chronological report- 2 weeks
	Wangari's Trees of Peace	Non-Fiction	Explanation Text- 3 weeks
	The British Museum – Haiku Animals	Poetry	Haiku (during art weeks)
Summer	Tales from Urban Suburbia	Fiction	Fairy tale: Alternative story- 3 weeks
	Malamander	Fiction	Mystery Narrative- 3 weeks
	A Series of Unfortunate Events (The Bad Beginning)	Non-Fiction	Film narrative- 3 weeks
	Fantastically Great Women who changed the world	Non-Fiction	Discussion text- 3 weeks
	Poetry	Poetry	Pathways- The Lost property office
	Inspired Write		Consolidation

Fiction	Non-Fiction
Setting Description Adventure-creative opener Myth Alternative story Mystery Film Narrative	Discussion Persuasive speech Persuasive letter Non-Chronological report Explanation Text Discussion text- comparison
Poetry	Inspired Write
Kennings- Anglo Saxon Haiku Pathways- The Lost property office	

Text Mapping

Year 5			
Term	Text	Fiction/Non-Fiction /Poetry	Writing Outcomes
Autumn	The Explorer Rainforest Letter	Fiction Non-Fiction Non-Fiction	Setting Description- 3 weeks Biography- 3 weeks Informal Letter- 3 weeks
	Wolves in the Wall	Fiction	Monologue- 3 weeks
	Poetry	Poetry	Limericks- 1 week
	Inspired Write		Consolidation
Spring	Street Child	Fiction	Historical Narrative- 3 weeks
	Space: Science Fiction Narrative Should people live on a different planet?	Fiction Non-Fiction	Science Fiction- 3 weeks Discussion Text- 3 weeks
	Poetry	Poetry	Couplets
Summer	The Boy at the Back of the Class Refugees	Fiction Non-Fiction	Narrative Dialogue- 3 weeks Non-Fiction- Persuasion- 3 weeks
	Varjak Paw	Fiction	Mystery Narrative- 3 weeks
	Why should I care about the Ancient Greeks?	Non-fiction	Non-chronological report- 3 weeks
	Poetry	Poetry	Sonnets- Shakespeare
	Inspired Write		Consolidation

Fiction	Non-Fiction
Setting Description Science Fiction Historical Narrative Monologue Narrative- Dialogue Mystery Narrative	Biography Discussion Text Informal Letter Persuasion Text Non-chronological report
Poetry	Inspired Write
Limericks Rhyming couplets Sonnets- Shakespeare	

Text Mapping

Year 6

Term	Text	Fiction/Non-Fiction /Poetry	Writing Outcomes
Autumn	Ice bear	Fiction	Descriptive Opener: 3 Weeks
	Polar Regions	Non-Fiction	Information text: Survival Guide 3 weeks
	Shackleton's Journey	Fiction	Dilemma: 3 weeks
	Controversial topic	Non-Fiction	Discussion Text: Whaling: 3 weeks
	Inspired Write	Fiction	Retell: The Girl with the yellow bag- Diagnostic Halloween Story
	Poetry	Poetry	Narrative: The Raven by Edgar Allan Poe- 1 week
Spring	Coastal Erosion	Non-Fiction	Explanation Text- 3 weeks
	Darwin's Dragons	Fiction	Flashback- 3 weeks
	Darwin's Dragons	Non-Fiction	Formal Letter- 3 weeks
	Poetry	Poetry	Performance Poetry- Faceless by Benjamin Zephaniah- 1 week
Summer	The Arrival	Fiction	First person perspective- 3 weeks
	Holes	Non-Fiction	Police report- 3 weeks
	Black Eyed Peas- Where is the Love Stormzy- Crown	Poetry	Social and Political poetry- 1 week
	Presto	Fiction	Monologue- 3 weeks
	Journey to Johannesburg	Non-Fiction	Recount- 3 weeks
	Innovate		Consolidation
Fiction		Non-Fiction	
Descriptive Opener Dilemma Flashback First Person perspective Monologue		Information Text- Survival Guide Discussion Text-Whaling Explanation Text- Coasts Formal Letter Police Report Recount	
Poetry		Inspired Write	
Narrative Poetry Social and Political poetry Performance Poetry		The Girl with the yellow bag- Fiction Spooky story- Fiction Informal letter- Non-Fiction	