

UKS2 Writing Yearly Overview - Cycle B

Term	Text	Genre/ Main Written Pieces	NC Objectives
<p>Autumn 1</p> <p>Battle of Britain</p>	<p>Letters from the Lighthouse – Emma Carroll</p>	<p>Descriptive Narrative – <i>WW2 scene</i></p> <p>Character description – Tom (Goodnight Mr Tom)</p> <p>Recount - Diary entry – <i>William Beech (Goodnight Mr Tom)</i></p>	<p><u>Writing - composition</u> Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors <p><u>Writing - vocabulary, grammar and punctuation</u> Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing
<p>Autumn 2</p> <p>Mountains</p>	<p>Heidi – Johanna Spyri</p>	<p>Recount - Diary entry (<i>Emotive Writing</i>) <i>The Ridge</i></p> <p>Descriptive Narrative - <i>Describe the Ridge</i></p>	<p><u>Writing - composition</u> Pupils should be taught to:</p> <p>plan their writing by:</p>

		<p>Narrative - Reading & Grammar Focus – <i>The Man Who Bought a Mountain</i></p> <p>Journalistic Writing - Newspaper report about <i>Mallory and Irvine</i></p> <p>Poetry - <i>Remembrance</i></p>	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action <p>evaluate and edit by:</p> <ul style="list-style-type: none"> proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using a colon to introduce a list punctuating bullet points consistently
<p>Spring 1</p> <p>Ancient Egypt</p>	<p>Secrets of a Sun King – Emma Carroll</p>	<p>Information Text – Leaflets - <i>Ancient Egypt</i></p> <p>Narrative – <i>Tad the Explorer</i></p>	<p><u>Writing - composition</u></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p>

			<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring 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><u>Writing - vocabulary, grammar and punctuation</u> Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using expanded noun phrases to convey complicated information concisely using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun learning the grammar for years 5 and 6 in English appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using brackets, dashes or commas to indicate parenthesis using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
Spring 2	Cosmic - Frank Cottrell Boyce	Narrative - Reading & Grammar Focus – <i>Jazz the Explorer</i>	<u>Writing - composition</u> Pupils should be taught to:

<p>Earth, Sun & Moon</p>		<p>Biographies – Significant space explorers</p> <p>Persuasive writing – Persuade people to choose their space holiday.</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p> <ul style="list-style-type: none"> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proofread for spelling and punctuation errors <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
<p>Summer 1</p>	<p>The Train to Impossible Places – P.G. Bell</p>	<p>Historic Text – Shakespeare - MacBeth</p>	<p><u>Writing - composition</u></p> <p>Pupils should be taught to:</p>

<p>British Empire & the Monarchs</p>		<p>Biographies – British Monarchs</p> <p>Instruction Text (Y6) – How to handle a Hippogriff</p>	<p>plan their writing by:</p> <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary <p>draft and write by:</p> <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning précising longer passages using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others’ writing ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list
<p>Summer 2</p> <p>Climate Change</p>	<p>The Extraordinary Colours of Auden Dare – Zillah Bethell</p>	<p>Recount (Y6) - Diary Entry – <i>Aunt Marge</i></p> <p>Explanation Text – <i>What is Climate Change?</i></p> <p>Poetry about Climate Change</p>	<p><u>Writing - composition</u></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>draft and write by:</p>

			<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using modal verbs or adverbs to indicate degrees of possibility <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • punctuating bullet points consistently <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
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Handwriting and presentation – Taught using Scholastics Handwriting Scheme

Pupils should be taught to:

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

Writing – transcription – Taught using NoNonsense Spelling

Spelling - see [English appendix 1](#)

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 [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

There is a clear structure for planning writing in KS2:

- 'Cold Write'
- shared success criteria
- identify features within a model example
- scaffolded planning
- self-assessing throughout
- magpieing ideas
- 'Hot Write'
- final self-assessment / peer assessment against success criteria