

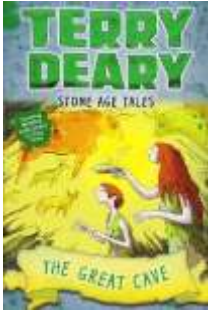


## LKS2 Writing Yearly Overview - Cycle B

Term	Text	Genre/ Main Written Pieces	NC Objectives
<p><b>Autumn 1</b></p> <p>Britain from Stone Age to Iron Age</p>	 <p>and</p>  <p>or</p> 	<p><b>Instructions:</b> writing own instructions for silly activity</p> <p><b>Narrative:</b> character &amp; setting descriptions</p> <p><b>Narrative:</b> Writing a new chapter</p>	<p><b>Writing - composition</b></p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>draft and write by:</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>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</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation</b></p> <p><b>Pupils should be taught to:</b></p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> <li>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>

## Autumn 2

Britain from  
Stone Age to  
Iron Age



OR



And



Or



**Poetry:** Haiku, Cinquain &  
Remembrance Day

**NF:** Recount/Diary/Postcard related to  
History (Merrivale)

Narrative: The Polar express or The  
Santa Trap: eg: explanation of how the  
trap worked; design own trap and  
explain how it works

## Writing – composition

Pupils should be taught to:

- 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
- discussing and recording ideas

### **draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

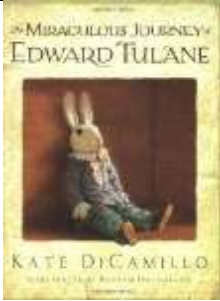
### **evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- 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

## Writing - vocabulary, grammar and punctuation

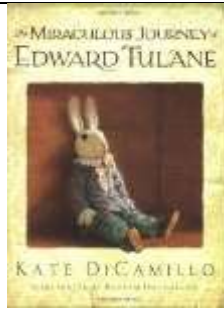
Pupils should be taught to:

- develop their understanding of the concepts set out in English appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment\_data/file/335190/English\_Appendix\_2\_-\_Vocabulary\_grammar\_and\_punctuation.pdf)
- indicate grammatical and other features by:
- indicating possession by using the possessive apostrophe with plural nouns
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

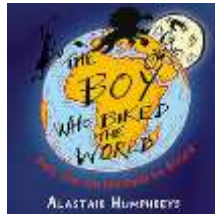
<p><b>Spring 1</b></p> <p>Megacities</p>		<p><b>Narrative:</b> characters, setting; Eduard Tulane based;</p> <p>writing the story of <a href="https://www.literacysshed.com/megacity.html">https://www.literacysshed.com/megacity.html</a></p> <p><b>Explanation text:</b> How we hear (link to Science Sound topic)</p>	<p><b>Writing - composition</b></p> <p><b>Pupils should be taught to:</b></p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>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</li> <li>Writing - vocabulary, grammar and punctuation</li> <li>Pupils should be taught to:</li> <li>develop their understanding of the concepts set out in English appendix 2 by:</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
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Spring 2

Earthquakes



And



Year 3:



**Poetry:** Narrative poem based on 'Chocolate Cake', 'The Car journey' etc

**Non-Fiction writing: Non-chronological report** of why we have Earthquakes (linked to topic)

**Adventure story writing:** based on Kidnapped by Pie Corbett OR Pugs of the Frozen North (yr 3)

**Writing – composition**

**Pupils should be taught to 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
- discussing and recording ideas

**draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

**evaluate and edit by:**




- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- 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


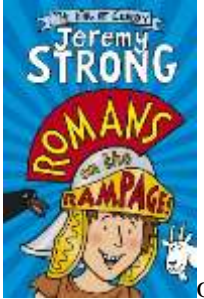
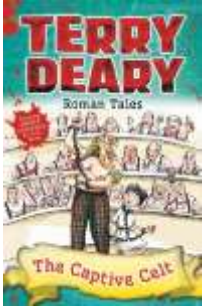
**Writing - vocabulary, grammar and punctuation Pupils should be taught to:**

- develop their understanding of the concepts set out in English appendix 2 by:
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**indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

<p><b>Summer 1</b></p> <p>Sustainability</p>	 <p>Or</p>  <p>OR</p> 	<p><b>Poetry:</b> List, personification</p> <p><b>NF: Persuasive:</b> writing a leaflet to recycle/look after the planet</p> <p><b>Narrative:</b> creating characters/ adding section to the story.</p> <p><a href="https://www.literacyshed.com/blackhat.html">https://www.literacyshed.com/blackhat.html</a></p>	<p><b>Writing - composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>• evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proofread for spelling and punctuation errors</li> <li>• 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</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in English appendix 2 by:</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> <li>• indicate grammatical and other features by:</li> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul>
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<p><b>Summer 2</b></p> <p>Romans</p>	 <p>or</p>  <p>or</p> 	<p><b>NF Recount:</b> linked to Iceni revolt</p> <p><b>Information:</b> life in Roman Britain/description of Boudicca</p> <p><b>Narrative:</b> Writing from another perspective (Grandpa or Dad?)  <a href="https://www.literacysshed.com/takingflight.html">https://www.literacysshed.com/takingflight.html</a></p>	<p><b>Writing – composition</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>plan their writing by:</li> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others’ writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> <li>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</li> </ul> <p><b>Writing - vocabulary, grammar and punctuation</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop their understanding of the concepts set out in English appendix 2 by:</li> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</li> <li>indicate grammatical and other features by:</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> </ul>

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|--|--|--|---|
|  |  |  | <ul style="list-style-type: none"><li>• using and punctuating direct speech</li><li>• use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</li></ul> |
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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 –Spelling: 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
- magpie-ing ideas

- 'Hot Write'
- final self-assessment / peer assessment against success criteria