


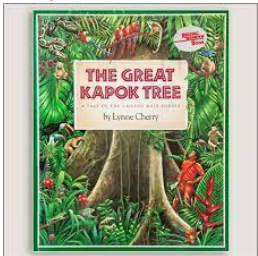
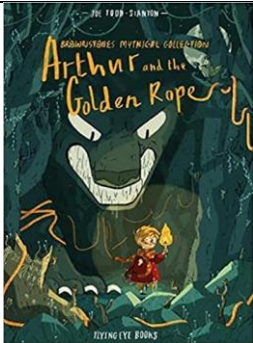
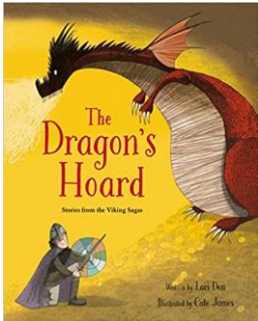
LKS2 Writing Yearly Overview - Cycle A

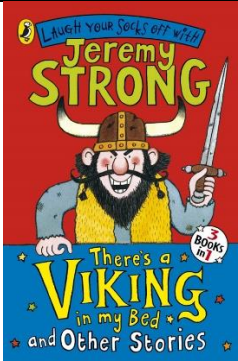
Term	Text	Genre/ Main Written Pieces	NC Objectives
Autumn 1 Anglo Saxons	Anglo-Saxon Boy OR The King who lost his throne By Terry Deary	Narrative: setting & character description; Writing fables	<p><u>Writing – composition</u> plan their writing by:</p> <ul style="list-style-type: none"> discussing writing 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 <p>draft and write by:</p> <ul style="list-style-type: none"> 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 <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p><u>Writing - vocabulary, grammar and punctuation</u> Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> 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 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> 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.
Autumn 2	Anglo-Saxon Boy OR	Non-Fiction: information text writing (skeletons)	<p><u>Writing – composition</u> plan their writing by:</p>

Local History	The King who lost his throne By Terry Deary	Biography: William Stukeley	<ul style="list-style-type: none"> • 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 <p>draft and write by:</p> <ul style="list-style-type: none"> • 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 non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 <p><u>Writing - vocabulary, grammar and punctuation</u> Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • 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.
Spring 1 Our Local Area	The Butterfly Lion by Michael Morpurgo OR The Boy who grew dragons by Andy Shepherd	Poetry: performance poetry (Sound Collector) Non-Chron Report: Factual brochure of Holbeach	<p><u>Writing - composition</u> Pupils should be taught to: plan their writing by:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>draft and write by:</p>

			<ul style="list-style-type: none"> 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 non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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 <p><u>Writing - vocabulary, grammar and punctuation</u> Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> 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 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials 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>Spring 2</p> <p>The Sunshine state</p>	<p>The Butterfly Lion by Michael Morpurgo OR The Boy who grew dragons by Andy Shepherd</p>	<p>Narrative: character & story setting; Traditional story writing Production S&L</p>	<p><u>Writing – composition</u> Pupils should be taught to: plan their writing by: plan their writing by:</p> <ul style="list-style-type: none"> 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 <p>draft and write by:</p> <ul style="list-style-type: none"> 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 <p>evaluate and edit by:</p> <ul style="list-style-type: none"> 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

			<ul style="list-style-type: none"> • 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 <p>Writing - vocabulary, grammar and punctuation</p> <p>Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • 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 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • 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>Summer 1</p> <p>Plants</p>	<p>The Girl Who Talked to Trees By Natasha Farrant (author), Lydia Corry (illustrator) (yr 4/5)</p>  <p>OR The Great Kapok Tree</p>	<p>Explanation text: life-cycles Recipes/Instructions (DT focus)</p>	<p>Writing - composition</p> <p>Pupils should be taught to: plan their writing by:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>draft and write by:</p> <ul style="list-style-type: none"> • 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 non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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

	<p>Lynne Cherry Picturebook (yr 3/4)</p> 		<p><u>Writing - vocabulary, grammar and punctuation</u> Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although • using the present perfect form of verbs in contrast to the past tense • 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 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas after fronted adverbials • 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>Summer 2</p> <p>Vikings</p>	 	<p>Narrative: Write new ending for Chap or story</p> <p>Information text: Longships</p>	<p><u>Writing - composition</u> Pupils should be taught to: plan their writing by:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>draft and write by:</p> <ul style="list-style-type: none"> • 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] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 <p><u>Writing - vocabulary, grammar and punctuation</u></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 –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