




Y4/5 Writing Yearly Overview - Cycle B

| Term | Text | Genre/ Main Written Pieces | LKS2 NC Objectives | UKS2 NC Objectives |
|--|--|--|---|--|
| <p>Autumn 1</p> <p>Britain from Stone Age to Iron Age</p> |  <p>and</p>  | <p>Instructions: writing own instructions</p> <p>Narrative: character & setting descriptions</p> | <p><u>Writing - composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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] <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>Writing - vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</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"> 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></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"> • 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 • 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) • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading | <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: using commas to clarify meaning or avoid ambiguity in writing</p> |
| <p>Autumn 2</p> <p>Britain from Stone Age to Iron Age</p> |  | <p>Poetry: Haiku, Cinquain & Remembrance Day</p> <p>NF: Recount based on history work</p> <p>Narrative: Explanation of a machine based on the Stitch Head story</p> | <p>Writing – composition Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <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 | <p>Writing - composition 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 |

| | | | | |
|--|--|---|---|---|
| | | | <ul style="list-style-type: none"> 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> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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>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 <p>punctuating bullet points consistently</p> |
| <p>Spring 1</p> <p>Megacities</p> | | <p>Narrative: characters, setting; TNTSHH based;</p> | <p><u>Writing - composition</u></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> | <p><u>Writing - composition</u></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> |



Poetry:
personification
link to cities

Explanation text: Why Brazil changed its capital city

- 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

- 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

draft and write by:

- 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]

evaluate and edit by:

- 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

Writing - vocabulary, grammar and punctuation


Pupils should be taught to:

develop their understanding of the concepts set out in [English appendix 2](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using expanded noun phrases to convey complicated information concisely

| | | | | |
|--|--|--|---|--|
| | | | <ul style="list-style-type: none"> 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) <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 | <ul style="list-style-type: none"> 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> |
| <p>Spring 2</p> <p>National Parks</p> | | <p>Non-chronological report: Based on National Parks</p> <p>Recount: News report</p> | <p><u>Writing – composition</u></p> <p>Pupils should be taught to 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 | <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"> 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"> • 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 Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) <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 | <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>Writing - vocabulary, grammar and punctuation 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>Sustainability</p> |  | <p>Poetry: based on geography topic</p> <p>Persuasive writing (linked to geography sustainability)</p> | <p>Writing - composition</p> <p>Pupils should be taught to 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] evaluate and edit by: <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>Writing - vocabulary, grammar and punctuation Pupils should be taught to:</p> <ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <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 | <p>Writing - composition</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 <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 precising 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>Writing - vocabulary, grammar and punctuation</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 |
|--|--|--|---|---|

| | | | | |
|--------------------------------------|--|---|---|--|
| | | | <ul style="list-style-type: none"> 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: 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 | <ul style="list-style-type: none"> 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 <p>using a colon to introduce a list</p> |
| <p>Summer 2</p> <p>Romans</p> | <p>Adventure story writing – writing from different perspectives</p> <p>Information text: Romans</p> | <p>Writing – composition Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 <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> | <p>Writing - composition</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] | |

- 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
 - 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
 - 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:
 - 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

evaluate and edit by:

- 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

perform their own compositions, using appropriate intonation, volume, and movement so that 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:

- using the perfect form of verbs to mark relationships of time and cause
- using modal verbs or adverbs to indicate degrees of possibility

indicate grammatical and other features by:

- using hyphens to avoid ambiguity
- using semicolons, colons or dashes to mark boundaries between independent clauses
- punctuating bullet points consistently

use and understand the grammatical terminology in [English appendix 2](#) accurately and appropriately in discussing their writing and reading

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 No Nonsense 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