

## UKS2 Writing Yearly Overview - Cycle A

Term	Text	Genre/ Main Written Pieces	NC Objectives
<b>Autumn 1</b>  WW1	<b>War Horse –</b> Michael Morpurgo	<b>Descriptive Narrative –</b> <i>WW1 scene</i>  <b>Recount - Diary Entry –</b> <i>WW1 soldier from the trenches</i>	<p><b><u>Writing - composition</u></b>            Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>proofread for spelling and punctuation errors</li> </ul> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b>            Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> </ul>
<b>Autumn 2</b>  Fair Trade	<b>The Girl of Ink and Stars -</b> Kiran Millwood Hargrave	<b>Information Leaflet –</b> <i>What is Fair Trade?</i>  <b>Narrative – Story –</b> <i>Escape from Pompeii</i>	<p><b><u>Writing - composition</u></b>            Pupils should be taught to:</p> <p>plan their writing by:</p>

		<p><b>Recount</b> - Diary Entry – <i>of a Fair-Trade Farmer</i></p> <p><b>Debate</b> - Debates – <i>Switching to Fair Trade products</i></p> <p><b>Poetry</b> - <i>Remembrance</i></p>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>proofread for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul>
<p><b>Spring 1</b></p> <p>Mayan Civilization</p>	<p><b>The Curse of the Maya</b> – Johnny Pearce &amp; Andy Loneragan</p>	<p><b>Recount</b> – Newspaper report (<i>RE link – Story of Creation</i>)</p>	<p><b><u>Writing - composition</u></b></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p>

		<p><b>Recount</b> - Diary Entry – <i>John Stevens discovery (History link)</i></p> <p><b>Persuasive</b> – Poster – <i>advertising new game (History link – Mayans)</i></p>	<ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread for spelling and punctuation errors</li> </ul> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using modal verbs or adverbs to indicate degrees of possibility</li> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using brackets, dashes or commas to indicate parenthesis</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>using a colon to introduce a list</li> <li>punctuating bullet points consistently</li> </ul> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</p>
Spring 2 Volcanoes	The Secrets of Mount Vesuvius – Caroline Lawrence	<p><b>Explanation Text</b> – <i>How volcanoes are formed.</i></p> <p><b>Recount</b> – Newspaper report</p>	<p><b><u>Writing - composition</u></b></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>

			<p>draft and write by:</p> <ul style="list-style-type: none"> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• proofread for spelling and punctuation errors</li> </ul> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using hyphens to avoid ambiguity</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</p>
<p><b>Summer 1</b></p> <p>Ancient Greece</p>	<p><b>Who Let the Gods Out?</b> - Maz Evans</p>	<p><b>Instruction Text (Y6)</b> – <i>How to handle a Hippogriff</i></p> <p><b>Narrative</b> - Grammar and Reading focus – <i>Who Let the Gods Out</i></p> <p><b>Character analysis</b> - <i>Prisoner 42</i> - <i>Write the next chapter in the style of the author.</i></p>	<p><b><u>Writing - composition</u></b></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> </ul>

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<p><b>Summer 2</b></p> <p>Water, Water Everywhere!</p>	<p><b>Song of the Dolphin Boy</b> - Elizabeth Laird</p>	<p><b>Recount (Y6)</b> - Diary Entry – <i>Aunt Marge</i></p> <p><b>Poetry (Y5)</b> – River poems</p> <p><b>Explanation Text</b> – <i>Parts of a river</i></p> <p><b>Narrative</b> – <i>Octopodi</i></p> <p><b>Narrative</b> - <i>Grammar and Reading Focus – Sabrina and the River Spirit</i></p>	<p><b><u>Writing - composition</u></b></p> <p>Pupils should be taught to:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précisising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul>

			<p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>using passive verbs to affect the presentation of information in a sentence</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>using semicolons, colons or dashes to mark boundaries between independent clauses</li> </ul> <p>use and understand the grammatical terminology in <a href="#">English appendix 2</a> 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