

## Writing Curriculum

	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
YR	Fine/ gross motor skills Pencil grip Pencil control Letter formation			Fine/ gross motor skills Letter formation Name writing Initial, middle and end sounds			Initial, middle and end sounds CVC words Labels			CVCC/CCVC words Labels			Labels Phrases			Sentence sequencing		
Y1	<b>Fiction:</b> The Gruffalo  (To describe)  We're going on a bear hunt (To tell a story)	<b>Fiction:</b> <u>Author study</u> Oliver Jeffers books Write a range of settings  (To describe) (setting toolkit)	<b>Fiction:</b> Alternative versions of the Traditional Tale: 3 little Pigs  (To tell a story) (characterisation toolkit)	<b>Non-fiction:</b> Instructions for how to get ready/ keep clean/ brush teeth  (To explain) Instructions	<b>Fiction:</b> The storm whale ~ (To tell a story) (action toolkit)	<b>Non-Fiction:</b> Animals & Their Needs Sea creatures / shark focus  (to describe) Poster	<b>Poetry:</b> Ning Nang Nong  (to perform)	<b>Shakespeare:</b> The Tempest  (to describe and to perform)	<b>Fiction:</b> The Last Stop on Market Street  (To tell a story) (characterisation toolkit)	<b>Non-Fiction:</b> Taking Care of the Earth  (to inform) Instructions	<b>Fiction:</b> The pirate cruncher  (To tell a story) (opening and endings toolkit)	<b>Non-Fiction:</b> To compare hot and cold places (Africa + Antarctica)  (To compare) Non-chron report						
Y2	<b>Fiction:</b> Something fishy (Visual Literacy)  (To describe) (Opening toolkit)	<b>Non-Fiction:</b> What are the five senses? Who was Helen Keller?  (To explain) Non-chron	<b>Fiction:</b> The Building Boy  (To tell a story) (Action toolkit)	<b>Non-Fiction:</b> Louis Pasteur Who was Louis Pasteur?  (To inform) Biography	<b>Fiction:</b> Hansel and Gretel  (To tell a story) (Suspense toolkit)	<b>Non-Fiction:</b> Romans invade England/ battle with Boudicca.  (to recount) Newspaper	<b>Poetry:</b> The Sound Collector (Onomatopoeia & rhyme)  (to perform)	<b>Shakespeare:</b> Twelfth Night  (to describe and perform)	<b>Fiction:</b> The owl who was afraid of the dark  (to tell a story) (Description toolkit)	<b>Non-Fiction:</b> Henry VIII distress at not having a male heir to the throne  (To recount) Diary	<b>Fiction:</b> The dragon snatcher  (to tell a story) (Characterisation toolkit)	<b>Non-Fiction:</b> Malala's magic pencil speech  (to persuade) Speech	<b>Non-fiction:</b> Northern Europe travel leaflet  (to inform)					
Y3	<b>Fiction:</b> Lighthouse (Visual Literacy)  (To describe) (Description toolkit)	<b>Non-Fiction:</b> Solar System  (To inform) (non-chron report)	<b>Essay:</b> Geography: What's the same and what's different about San Francisco and Corby  (To compare)	<b>Fiction:</b> Peter Pan  (To tell a story) (Opening and ending toolkit)	<b>Non-Fiction:</b> Human Body What is the digestive system?  (To explain) (non-chron report)	<b>Essay:</b> History: What have we learned about the ancient Egyptians from what they left behind?  (To discuss)	<b>Fiction:</b> Charlotte's Web  (To tell a story) (Dialogue toolkit)	<b>Non-Fiction:</b> To write a letter from Howard Carter reporting his discovery of Tutankhamun to Lord Carnarvon (To recount) (letter)	<b>Essay:</b> Science: Why is light important?  (To explain)	<b>Poetry:</b> The River – Valerie Bloom (personification)	<b>Shakespeare:</b> Richard III  (To analyse and to discuss)	<b>Essay:</b> Science: How do flowering plants reproduce?  (To explain)	<b>Fiction:</b> Nordic Tales: Folktales  (To tell a story) (Action toolkit)	<b>Non-Fiction:</b> Anglo-Saxon Art What is the Bayeux Tapestry and why should we visit it? (To persuade) Advertisement	<b>Essay:</b> Geography: What is the geography of Western Europe?  (To describe)	<b>Fiction:</b> The Last Bear  (Suspense toolkit)	<b>Non-Fiction:</b> To report on the death of Thomas Beckett.  (To recount) Newspaper	
Y4	<b>Fiction:</b> Dream Giver (Visual Literacy)  (To describe) (Description toolkit)	<b>Non-Fiction:</b> Rock Cycle  (To inform) Non-chron report	<b>Essay:</b> Geography: How has Corby changed over time?  (To describe)	<b>Fiction:</b> The firework Maker's daughter  (To tell a story) (Characterisation toolkit)	<b>Non-Fiction:</b> To compare Athens and Sparta?  (To describe) (Guidebook)	<b>Essay:</b> History: How did the Ancient Greeks change the world?  (To recount)	<b>Fiction:</b> Greek myth: Leo and the Gorgon's Curse  (To tell a story) (Action toolkit)	<b>Non-Fiction:</b> To recount the first Olympic games.  (To recount) Newspaper	<b>Essay:</b> To describe Eastern Europe  (To describe)	<b>Poetry:</b> The Witches' Spell from Macbeth by William Shakespeare  (To analyse and perform)	<b>Shakespeare:</b> Julius Caesar  (To analyse and to discuss)	<b>Essay:</b> Science: What is sound?  (To explain)	<b>Fiction:</b> Iron Man (to tell a story)  (Opening and endings toolkit)	<b>Non-Fiction:</b> To write a letter to the people of Rome from Brutus and Cassius detailing the assassination of Julius Ceasar (To discuss) (letter)	<b>Essay:</b> Science: What is the water cycle?  (To explain)	<b>Fiction:</b> Varjack Paw  (To tell a story) (Suspense toolkit)	<b>Non-Fiction:</b> Is London the most important location in the South East?  (To persuade) Speech	
Y5	<b>Fiction:</b> The Eye of the Storm (visual literacy)  (To describe) (Opening and ending toolkit)	<b>Non-Fiction:</b> To explain the historical significance of the Stuarts.  (To explain)	<b>Essay:</b> Geography: What do cartographers need to think about when they create maps?  (To explain)	<b>Fiction:</b> Cosmic  (to tell a story) (characterisation toolkit)	<b>Non-Fiction:</b> The main stages of growth in humans.  (To describe)	<b>Essay:</b> History: What led Britain to build an empire?  (To discuss)	<b>Fiction:</b> Malaman der  (To tell a story) (Action toolkit)	<b>Non-Fiction:</b> Earthquakes (2023)  (To recount) Newspaper	<b>Essay:</b> History: Why was the French Revolution an important time in History?  (To discuss)	<b>Poetry:</b> Highwayman  (To tell a story and perform)	<b>Shakespeare:</b> Macbeth  (To analyse and to discuss)	<b>Essay:</b> Geography: How is Australia's physical geography different from that of the UK? (To compare)	<b>Fiction:</b> The Explorer  (To tell a story) (dialogue toolkit)	<b>Non-Fiction:</b> Biography: Katherine Johnson  (To recount) Biography	<b>Essay:</b> Science: How do astronomers think the universe started and what has happened since?  (To inform)	<b>Fiction:</b> Oliver Twist  (To tell a story) (Description toolkit)	<b>Non-Fiction:</b> Local Study: Write a letter to a local councillor explaining an issue in the local area that you are concerned about.  (To Persuade) Letter	

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Y6	<p><b>Fiction:</b> Alma (visual literacy)</p> <p><b>(To tell a story)</b> (Suspense toolkit)</p>	<p><b>Non-Fiction:</b> Should xenotransplantation be allowed? <b>(To persuade)</b> Balanced argument</p>	<p><b>Essay:</b> Science: What is the circulatory system? <b>(To explain)</b></p>	<p><b>Fiction:</b> Pig Heart Boy <b>(To tell a story)</b> <b>(Opening and ending toolkit)</b></p>	<p><b>Non-Fiction:</b> Animal in WW1 <b>(To inform)</b> Non-chron report</p>	<p><b>Essay:</b> History: report about WW1 <b>(To inform)</b></p>	<p><b>Fiction:</b> Holes <b>(To tell a story)</b> <b>(Characterisation toolkit)</b></p>	<p><b>Non-Fiction:</b> Kristallnacht newspaper report <b>(To recount)</b> Newspaper</p>	<p><b>Essay:</b> North America is a large and diverse continent. Explain why a geographer might say this. <b>(To explain)</b></p>	<p><b>Shakespeare:</b> Romeo &amp; Juliet <b>(To analyse and to discuss)</b></p>	<p><b>Essay:</b> Science: What is light? <b>(To explain)</b></p>	<p><b>Fiction:</b> Letters from the Lighthouse <b>(To tell a story)</b> <b>(Dialogue toolkit)</b></p>	<p><b>Essay:</b> To compare North America to Africa <b>(To compare)</b></p>	<p><b>Fiction:</b> No ballet shoes in Syria <b>(To describe)</b> <b>(Description toolkit)</b></p>	<p><b>Non-Fiction:</b> To create a persuasive advertisement to visit Africa. <b>(To persuade)</b> Leaflet/ advertisement</p>
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