

Stow Heath Primary School – Writing Overview (Fiction/ Non Fiction/ Poetry)



Writing is taught through a range of exciting and engaging stimuli, which includes books, film clips, music videos, visitors and real-life experiences. This is taught through skills based lessons where pupils cover the non-negotiable skills for their year group. These skills build up to a ‘Wow Writing’ end of unit piece where pupils can showcase their writing ability evidencing the skills and vocabulary that they have been taught. Pupils learn how to edit and improve their work following specific feedback given by teachers and their peers.

Pupils are encouraged to use their age related skills across all areas of the curriculum. Wow Writing opportunities are also planned across foundation subjects so that pupils transfer their writing skills well across all subjects.

Our pupils are taught cursive handwriting through teacher modelling.

Year Group	Autumn term 1	Autumn term 2
Nursery	Nursery rhymes	Action rhymes
Year R	Me and my body	Why am I special?
Year 1	Genres for this half term: Basic Skills/ Colourful semantics/ Spelling and Phonics / Lists and Labels	Spelling and Phonics Labels and Lists – Christmas
Year 2	Postcards – Holidays Stories with familiar settings	Traditional Tales Humorous Poems Letters

Year 3	Recounts and Diaries	Stories about imaginary worlds	Shape Poems	Stories from another culture	Letters
Year 4	Recounts	Non Chronological reports	Chronological Reports - biographies	Fables	Fairy Stories and Playscripts
Year 5	Classic Fiction/Short Story	Instructions/Explanation text	Recounts/Eye witness account/Newspaper report	Observational/ Imagery Poetry	
Year 6	Historical Stories	Narrative Poems	Non -Chronological Reports	Recounts and Diary Extracts	Biographies

Year Group	Spring term 1	Spring term 2
Nursey	It's all about me , Different Occupations	Growing up
Year R	I wonder who is a hero? - Super Heroes	I wonder who helps us? People who help us.
Year 1	Recounts/ Letters:	Traditional Stories
Year 2	Explanation texts	Stories by the same author
Year 3	Stories by the same author:	Humorous Poems
Year 4	Stories with familiar setting	Image Poetry
Year 5	Persuasive Writing	Argument and Debate
Year 6	Stories with Flashbacks	Non -Chronological Reports
		Instructions
		Information texts:
		Adventure Stories
		Greek Myths/Fiction writing
		Persuasive Writing
		Stories with repeating patterns
		Riddle Poems
		Persuasive writing
		Explanation text
		Poems with humour
		Tales from others culture

				Expected/ Greater Depth: Biographical narrative
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Year Group	Summer term 1			Summer term 2		
Nursery	Journeys			Traditional tales		
Year R	I wonder what's out there			I wonder what moves		
Year 1	Fairy Stories	Information texts		Information Texts	Fantasy Stories	Poetry about animal
Year 2	Traditional Tales from a variety of cultures	Instructions		Recounts	Adventure Stories	
Year 3	Myths and Legends	Non – chronological reports		Plays and Dialogue	Instructions	Poetry – Creating images
Year 4	Stories from other Cultures	Information texts	Nonsense Poems	Stories with a fantasy element	Persuasive writing	List Poems and kennings
Year 5	Classic Fiction		Classic Poetry	Non chronological Report	Biographies and Autobiographies	
Year 6	Report and Journalistic writing		Short story	Explanation texts	Classic Fiction	Classic Poetry

NC Coverage

Nursery

Autumn

Spring

Summer

Once upon a rhyme

Nursery Rhymes/ Action Rhymes

Literacy

Children explore gross and fine motor skills through rhyme write. They will build muscle strength and hand eye coordination through mark making freely.

Communication and language

Children will develop their listening and attention skills through a range of Nursery Rhymes. Children will be encouraged to copy gestures and words.

It's all about me

Me, Myself and I /Growing up

Literacy

As children become more confident with their fine motor skills., they will have opportunity to develop mark making skills.

Children will begin to explore making marks from their names.

Communication and language

As children move into spring term, they will start to develop a wide range of vocabulary through the topics covered, they will make links to Understanding the world.

Little Explorers

Journeys/ Traditional Tales

Literacy

In summer term children will continue to refine their mark making and begin to give meaning to the marks they are making through story maps and pictures from the story.

Communication and language

Now that children are more secure with their listening and attention, we will start to explore longer stories. Children's understanding and questioning skills will be developed throughout the summer term.

Reception

Autumn	Spring	Summer
<p style="text-align: center;"><u>Unique Me</u></p> <p style="text-align: center;">Me and my body/ Why am I special?</p> <p><u>Communication and language</u></p> <p>As children enter Reception they will work on their listening/attention and understanding skills. Children will be immersed in a wide range of new vocabulary based on the human body.</p> <p><u>Comprehension</u></p> <p>Children will have lots of opportunity to understand who, what, where and why questions. They will develop the skill of discussion and begin to express their own ideas and points of view.</p>	<p style="text-align: center;"><u>We Can Be Heroes</u></p> <p style="text-align: center;">Superheroes / People who help us</p> <p><u>Comprehension and language</u></p> <p>In spring term children will be focusing on Talking about familiar books and rhymes, they will begin to retell stories. Children will be encouraged to articulate their ideas through well-formed sentences</p> <p><u>Word Reading</u></p> <p>Through children's exploration of stories, rhymes and poems they will begin to understand the five concepts of print, children will apply their phonological awareness to reading words, captions and sentences.</p> <p><u>Writing</u></p> <p>Children will begin to spell words and captions over a range of genres.</p>	<p style="text-align: center;"><u>Our World</u></p> <p style="text-align: center;">I wonder what's out there.? I wonder what moves?</p> <p><u>Comprehension and language</u></p> <p>Nearing the end of Reception children will be well developed in their problem-solving skills, they will begin to explore and explain topics about the world around them.</p> <p><u>Word Reading</u></p> <p>Children will secure their reading skills through decoding simple phrases and sentences; they will also recognise a few irregular words.</p> <p><u>Writing</u></p> <p>Children will use their ideas to form short sentences which use capital letters and full stops.</p> <p>They will develop the skill of checking their writing by re-reading to check that it makes sense.</p>

Year 1

<p><u>Transcription</u></p> <ul style="list-style-type: none"> Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week Name the letters of the alphabet: 	<p><u>Handwriting and Presentation</u></p> <ul style="list-style-type: none"> Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly 	<p><u>Composition</u></p> <ul style="list-style-type: none"> Pupils should be taught to: write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils
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<ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Apply simple spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • • read aloud their writing clearly enough to be heard by their peers and the teacher.
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Year 2		
<p><u>Transcription</u> Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly English – key stages 1 and 2 20 Statutory requirements • apply spelling rules and guidance, as listed in English Appendix 1 	<p><u>Handwriting and Presentation</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters 	<p><u>Composition</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • ☑ develop positive attitudes towards and stamina for writing by: • ☑ writing narratives about personal experiences and those of others (real and fictional) • ☑ writing about real events • ☑ writing poetry • ☑ writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • ☑ planning or saying out loud what they are going to write about • ☑ writing down ideas and/or key words, including new vocabulary • ☑ encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 		<ul style="list-style-type: none"> • ☑ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ☑ read aloud what they have written with appropriate intonation to make the meaning clear.
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NC Coverage

Year 3 and 4		
<p><u>Transcription</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • spell further homophones • spell words that are often misspelt (English Appendix 1) • place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p><u>Handwriting and Presentation</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p><u>Composition</u> Pupils should be taught to:</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 • 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 • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



NC Coverage

Year 5 and 6

Transcription

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 three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and Presentation

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.

Composition

Pupils should be taught to:

plan their writing by:

- 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
 - précising 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]
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing
 - 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
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
 - proof-read for spelling and punctuation errors
 - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Progression (End Points)

Nursery



Reception

End points

Have favourite books and seek out peers or adults to share them with
Engage in extended conversations about stories, learning and new vocabulary
Be able to orally blend familiar CVC words e.g. c-oa-t, d-o-g, h-a-t..
Write some letters accurately
Write their own name

End points

Comprehension:- Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

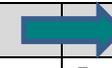
Word Reading:- Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing:- Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Year 1



Year 2



Year 3

End points

- Some use of capital letters and full stops to include capital letters for peoples names, places, days of the week and the pronoun 'I'
- Beginning to use exclamation marks
- Beginning to use question marks
- Writing a correct sentence using a verb and a noun.
- Beginning to use adjectives
- Using the co-ordinator 'and'
- Beginning to use the adverbs such as "then" and "next"
- Beginning to use the past tense in a narrative
- Add prefixes and suffixes
Using s and es to form simple plurals
Using the prefix un-
Using -ing/ -ed/ -er/ -est
- Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- Spelling most year 1 common exception words
- Forming lower-case letters of the correct direction, starting and finishing in the right place
- Using spacing between words

End points

EXS

- Demarcating most sentences with: Capital letters and full-stops
- Some use of question marks
- Using present and past tense mostly correctly and consistently
- Using co-ordination (or / and / but)
- Using some sub-ordination (when / if / that / because)
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
- Spelling many common exception words (see Y2 word list)
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Using spacing between words that reflects the size of the letters

Additional skills

- Using sentences with different forms in their writing:
Statements / Questions / Exclamations / Commands
- Using some expanded noun phrases to describe and specify
- Some use of exclamation marks
- Some correct use of commas in a list
- Use apostrophes to mark missing letters

End points

- Use capital letters and full stops correctly
- Mostly correct use of question marks
- Mostly correct use of exclamation marks
- Some correct use of commas in a list
- Some correct use of apostrophes for singular possession
- Some correct use of inverted commas
- Beginning to use paragraphs to group material
- Using dialogue with different verbs other than 'said'
- Use adverbs to express time, place, manner and cause
- Use prepositions to express time, place and cause
- Using some expanded noun phrases
- Using present and past tense correctly and some use of perfect form
- Using a variety of co-ordinating conjunctions
(eg or / and / but / so / yet)
- Using a variety of subordinating conjunctions
(eg when / if / that / because / after / before / though / while)
- Form nouns using a range of prefixes

- Use apostrophes to mark singular possession
- Add suffixes to spell longer words
-ment/ -ness/ -ful/ -less/ -ly

- Using the determiners "a" or "an" according to whether the next word begins with a consonant or a vowel
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Year 6

End points

EXS

- The pupil can write effectively for a range of purposes and audiences:
 - selecting language that shows good awareness of the reader e.g. the use of the first person in a diary, direct address in instructions and persuasive writing
- In narratives:
 - describe settings, characters and atmosphere
 - integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately
 - using contracted forms in dialogues in narrative
 - using passive verbs to affect how information is presented
 - using modal verbs to suggest degrees of possibility
- Within and across paragraphs use a range of devices to build cohesion:
 - conjunctions,
 - adverbials of time and place,
 - pronouns
 - synonyms
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at key stage 2 mostly correctly ? ! "" ' , ()
- *Colon to introduce a list and semi colons within a list (not in the EXS framework)*
- Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

GDS

- Use of the semi colon, colon and dash to mark the boundary between independent clauses
- Use of the hyphen to avoid ambiguity

Year 5

End points

- Using capital letters and full stops correctly
- And with mostly correct use of
- Question marks/ Exclamation marks/ Commas in lists
- Apostrophes / Inverted Commas (Speech marks)
- Commas for clarity (After fronted adverbial & between some clauses)
- Apostrophes for plural possession
- some correct use of Punctuation for parenthesis (dashes, commas, brackets)
- Colons for lists
- Using paragraphs to organise ideas
- Using cohesive devices within and across paragraphs and sentences (pronouns, determiners, adverbials, repetition of nouns and tense choice)
- Using stage directions in speech (speech, verb, action) 'Stop,' he shouted, waving his stick.
- Using adverbs (perhaps, surely) and modal verbs (Can, could, may, might, would, should etc) to indicate degrees of possibility
- Using a variety of sentence starters
 - Fronted adverbial (time, place, manner)
 - Expanded ing clause
 - Simile
 - 2A opener
 - Expanded ed clause e.g. Determined to get home, John...
 - Subordinate conjunction
- Using some correct use of relative clauses (who/which/where/when/whose/that)
- Using present, past and perfect form as appropriate ensuring the correct use of first and third person
- Using a variety of co-ordinating conjunctions (FANBOYS)
- Using a variety of subordinating conjunctions (eg when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)
- Beginning to include metaphors, personification and onomatopoeia
- Spelling most Year 3 and 4 exception words
- Spelling some Year 5 and 6 exception words
- Convert nouns, adjectives into verbs using suffixes -ate/-ise/-ify
- Use verb prefixes dis-/ de-/ mis-/ over-/ re-
- Producing legible joined handwriting

Year 4

End points

- Using capital letters and full stops correctly
- And with mostly correct use of
- Question marks / Exclamation marks
- Commas in lists
- Apostrophes for singular possession
- Apostrophes for plural possession
- Inverted Commas (Speech marks)
- Some use of Commas for clarity (eg After fronted adverbials)
- Using paragraphs to organise ideas
- Using some cohesive devices across paragraphs and sentences to avoid repetition (pronouns and nouns across sentences)
- Using dialogue with varied verbs and adverbs e.g. 'hello,' she whispered, shyly
- Using adverbial phrases (time, place, manner, simile) in different positions in a fronted / embedded / at the end of a clause
- Beginning to use an - ing clause, a subordinate conjunction or a 2A opener to start a sentence
e.g. Running happily down the road, John...; Just as JohnHappy yet nervous, John....
- Using expanded noun phrases with pre and post modifiers
- Using present, past and perfect form as appropriate and correct use of first and third person
- Using a variety of co-ordinating conjunctions (FANBOYS)
- Using a variety of subordinating conjunctions (when / if / that / because / after / before / though / while / whereas / just as / as long as / as soon as)
- Spelling most Year 3 and 4 exception words
- Spelling most contracted words
- Using the diagonal and horizontal strokes needed to join letters in most of their writing
- Writing all letters to the correct size, orientation and relationships to one another and using spacing between words
- Segmenting spoken words into phonemes and representing these by graphemes, spelling most correctly
- Spelling most Year 1 and 2 exception words
- Spelling some Year 3 and 4 exception words
- Spelling most contracted words with apostrophe
- Beginning to use the diagonal and horizontal strokes needed to join letters in most of their writing
- Writing all letters to the correct size, orientation and relationships to one another and using spacing between words