

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 the Letterjoin scheme.

Year Group	Autumn term 1	Autumn term 2		
Year R	<p>All about me</p> <p>The great big book of families / Harry and the dinosaurs go to school</p> <p>ORT Characters / RWI</p>	<p>Here come the dinosaurs!</p> <p>Here come the dinosaurs / Dinos love underpants / Dinosaur non-fiction / Dinosaurs Roar /The lighthouse keepers xmas lunch</p>		
Year 1	<p>Genres for this half term: Basic Skills/ Colourful semantics/ Spelling and Phonics / Lists and Labels</p>	<p>Spelling and Phonics</p>		<p>Labels and Lists – Christmas</p>
Year 2	<p>Postcards – Holidays</p>	<p>Stories with familiar settings</p> <p>Text: ORT On the sand</p> <p>Dogger by Shirley Hughes</p>	<p>Traditional Tales</p> <p>Text: Beauty and the Beast</p>	<p>Humorous Poems</p> <p>Text: Freaky Week</p> <p>Letters</p> <p>Text: The Jolly Christmas Postman</p>

Year 3	Recounts and Diaries Text: Diary of a killer cat by Anne Fine	Stories about imaginary worlds Text: Stone Age Boy by Satoshi Kitamura	Shape Poems Use examples from the Nelson Comprehension as examples	Stories from another culture Text: Ansansi The catch (Literacy shed)	Letters Text: Dear Father Christmas by Alan Durant	Traditional Poems Text: Twas the night before christmas
Year 4	Recounts Text: The Ugly Sharkling – Literacy Shed	Non Chronological reports Stimulus: Topic Link 'H20'– Industrial Revolution Text: My First Book of Transport	Chronological Reports - biographies Rosa Parks Linked to Black History Month	Fables Text: Town mouse/ County mouse Fox and Grapes	Fairy Stories and Playscripts Text: The Princess and the Pea – you tube video The pea and the princess - Mini Grey	Performance poetry Stimulus: From a Railway Carriage Dinosaur Rap Football Mad
Year 5	Classic Fiction/Short Story Text: Jungle Book by Rudyard Kipling		Instructions/Explanation text Stimulus: Topic Link - 'Rites and Rituals' – How chocolate is made Bean to bar	Recounts/Eye witness account/Newspaper report Stimulus: Topic Link 'Rites and Rituals' – Exploration and Encounters text - Page numbers are from Oxford Primary History – Exploration and Encounters Use 'Mayan Sacrifice' Newspaper style text		Observational/ Imagery Poetry Stimulus: Christmas / Winter images
Year 6	Historical Stories Text: Friend or Foe by Michael Morpurgo	Narrative Poems Text: The Highwayman by Alfred Noyes		Non -Chronological Reports Stimulus: Topic Link WW2 Text: How were the Jews treated during WW2?	Recounts and Diary Extracts Text: The Diary of Anne Frank Stimulus: Topic Link 'The Black out! The Girl in the red coat.	Biographies Stimulus: Topic Link 'The Black out!'WW2 - Anne Frank

Year Group	Spring term 1		Spring term 2	
Year R	Space! ORT / Whatever next! / Space non-fiction texts / How to catch a star / The Earth and I / Aliens love underpants		Under the Sea! Pirate Pete and the sea monster / The lighthouse keepsers lunch / Rainbow fish / Peter Rabbits Easter egg hunt / Commotion in the Ocean / Non-Fiction Deadly 60 Sharks	
Year 1	Recounts/ Letters: Stimulus: Christmas – Thankyou letters/ Topic Link – Thankyou letters to people who help us	Traditional Stories Text: Little Red Riding Hood	Instructions How to make a puppet	Stories with repeating patterns Text: Gingerbread man
Year 2	Explanation texts Linked to lifecycles – Literacy and language text – The Turtle or Lifecycle of Frog	Stories by the same author Text: The Gruffalo by Julia Donaldson Topic Link to China - The magic paintbrush by Julian Donaldson	Information texts: Stimulus: Topic History Link - Castles	Riddle Poems Text: Riddles
Year 3	Stories by the same author: Roald Dahl Texts: The Twits/ James and the Giant Peach	Humorous Poems Text: Roald Dahl – Revolting Rhymes	Adventure Stories Text: The Journey by Aaron Becker	Persuasive writing Stimulus: Topic Link 'What's on our doorstep?' i.e. Should schools make pupils wear uniform?

Year 4	Stories with familiar setting Text: Gangsta Granny by David Walliams	Image Poetry Text: Portrait of a Dragon	Mythological writing Text: Wing	Explanation text Text: The digestive system
Year 5	Persuasive Writing Leaflets/ Brochures - Visit Greece! T Letter - The Iliad and the Odyssey by Marcia Williams (Trojan Horse recruitment)	Argument and Debate Stimulus: Personal Debates Argument texts	Greek Myths/Fiction writing Stimulus – Topic Link ‘The Ancient Greeks’ (Greek Myths) Text: The Queen of the Underworld	Poems with humour Text: Old Methuselah’s Diet and A Crime Scene
Year 6	Stories with Flashbacks Texts: Harry Potter	Non -Chronological Reports Stimulus: Link to Harry Potter	Persuasive Writing Stimulus: Link to Harry Potter	Tales from others culture Expected/ Greater Depth: Biographical narrative Text: Hereabout Hill The Beastman of Ballyloch Interview with JK Rowling

Year Group	Summer term 1		Summer term 2			
Year R	Minibeasts The very hungry caterpillar / Superworm / What the ladybird heard / Mad about minibeast / Aaaaagghh Spider!		Once Upon a Time Jack and the Beanstalk / The three little pigs / Billy Goats Gruff / Room on the Broom / Little Red Riding Hood / The Jolly Postman /			
Year 1	Fairy Stories Stimulus: Cinderella	Information texts Stimulus: Holiday brochures – Topic Link Posting and Places – Where shall we go? – Africa	Information Texts Stimulus: Animals - Topic link ‘Animal Allsorts’	Fantasy Stories Text: Where the wild things are	Poetry about animal Stimulus: Animals - Topic link ‘Animal Allsorts’ – Rumble in the jungle	
Year 2	Traditional Tales from a variety of cultures Text: Hansel and Gretel by Anthony Brown	Instructions Stimulus: How to make a witches potion	Recounts Stimulus: Chatterbox Ben	Adventure Stories Text: George and the Dragon by Chris Wormell and The Tunnel by Anthony Brown		
Year 3	Myths and Legends Text: Roman Myths i.e. Romulus and Remus Oedipus and the Sphinx	Non – chronological reports Stimulus: Topic Link ‘Romans and Italy’ ‘Roman Gods’	Plays and Dialogue Text: Traditional Tale ‘Jack and the Beanstalk’ and ‘Three Little Pigs’	Instructions Stimulus: How to make a paper elephant	Poetry – Creating images Text: Tell me a dragon by Jackie Morris	
Year 4	Stories from other Cultures Text: The Kapok Tree	Information texts Text: Leaflets	Nonsense Poems Text: Ning, Nang, Nong	Stories with a fantasy element Text: The Butterfly Lion by Michael Morpurgo	Persuasive writing Text: The rainbow bear	List Poems and kennings Stimulus: Topic Link - ‘Amazing Amazon’
Year 5	Classic Fiction Text: Oliver Twist		Classic Poetry Text: Spider and the fly/ The Raven	Non chronological Report	Biographies and Autobiographies Text: Roald Dahl Boy	

			Stimulus: Topic Link 'London now and then' – The Great Fire of London		
Year 6	Report and Journalistic writing Text: Hereabout Hill The Giants Necklace	Short story Stimulus : Literacy shed – Partly cloudy	Explanation texts Stimulus: The Snoozeatron	Classic Fiction Text: Twelfth night Shakespeare	Classic Poetry Texts: Charge of the Light Brigade

NC Coverage

Year 1		
<p>Transcription</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: <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. 	<p>Handwriting and Presentation</p> <ul style="list-style-type: none"> • Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • 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. 	<p>Composition</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 • • read aloud their writing clearly enough to be heard by their peers and the teacher.



Year 2

<p>Transcription 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 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>Handwriting and Presentation 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>Composition 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>
--	---	--



NC Coverage

Year 3 and 4

<p>Transcription 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 	<p>Handwriting and Presentation 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 	<p>Composition Pupils should be taught to:</p> <p>plan their writing by:</p>
---	--	---

<ul style="list-style-type: none"> 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>understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> 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]. 	<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: <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 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		
<p>Transcription Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 	<p>Handwriting and Presentation Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> 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. 	<p>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 draft and write by: <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>learnt specifically, as listed in English Appendix 1</p> <ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • précisising 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"> • 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)

Year 1	Year 2	Year 3
<p>End points</p> <ul style="list-style-type: none"> • 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 	<p>End points</p> <p>EXS</p> <ul style="list-style-type: none"> • 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 <p>Additional skills</p> <ul style="list-style-type: none"> • 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 appostrophes to mark missing letters • Use apostrophes to mark singular possession • Add suffixes to spell longer words • -ment/ -ness/ -ful/ -less/ -ly 	<p>End points</p> <ul style="list-style-type: none"> • 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 • Using the determiners "a" or "an" according to whether the next word begins with a consonant or a vowel • 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

Year 4	Year 5	Year 6
<p>End points</p> <p>EXS</p> <ul style="list-style-type: none"> The pupil can write effectively for a range of purposes and audiences: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <p>GDS</p> <ul style="list-style-type: none"> Use of the semi colon, colon and dash to mark the boundary between independent clauses Use of the hyphen to avoid ambiguity 	<p>End points</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 	<p>End points</p> <ul style="list-style-type: none"> 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 <p>e.g. Running happily down the road, John...; Just as JohnHappy yet nervous, John....</p> <ul style="list-style-type: none"> 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
		<ul style="list-style-type: none"> 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