



CURRICULUM MAP FOR WRITING

At a glance 2020/22021

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i></p> <p>Where the Wild Things Are by Maurice Sendak Own version 'wild thing' narrative Outcomes: Labels, captions, oral retelling, developing a new character</p> <p>Bringing the Rain to Kapiti Plain by Verma Aardema Outcomes: Labels and captions, retellings, simple explanations <i>Tourist information Leaflet</i></p>	<p>I am Henry Finch by Alexis Deacon <i>Own version 'wild thing' narrative</i> Outcomes: Labels, captions, oral retelling, developing a new character</p> <p><i>Halibut Jackson</i> by David Lucas Narrative sequel Outcomes: Labels and captions, retellings, simple explanations</p> <p>Knowing Yourself</p>	<p>The Magic Paintbrush by Julia Donaldson and Joel Stewart <i>Guidebook - How to Think</i> Outcomes: Timetables, thought bubbles, lists, commands, letters of advice</p> <p>Little Red by Lynn Roberts and David Roberts <i>Alternative character version</i> Outcomes: Labels, notes of advice, adverts</p> <p>Telling a tale</p>	<p>The Tiny Seed by Eric Carle <i>Advice leaflet</i> Outcomes: I Will Not Ever Never Eat a Tomato by Lauren Child <i>Own story about a fussy eater</i> Outcomes: Statements, writing in role, shopping lists</p> <p>Sowing a Seed Cross curricular links to include for example, planting and Healthy eating in Science</p>	<p>Willy the Wimp by Anthony Browne <i>Instructional guide to being brave</i> Outcomes: Writing in role, letters, captions and labels, narrative retellings</p> <p>Hairy Maclary from Donaldson's Dairy by Lynley Dodd <i>Alternative version Narrative</i> Outcomes: Character description, writing in role, letters, leaflets</p> <p>Strength of mind</p>	<p>So Much by Trish Cooke and Helen Oxenbury <i>Own 'So Much' narrative Poem</i> Outcomes: Past tense sentences, writing in role, performance/ narrative poetry</p> <p><i>Oi! Frog</i> by Kes Gray and Jim Field <i>Own version rhyming narrative</i> Outcomes: Rhyming flip-books, questions, captions and labels</p> <p>Family & friends</p>

<p>1</p>	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Willy the Wimp by Anthony Browne</p> <p><i>Instructional guide to being brave</i> Writing in role, letters, captions and labels, narrative retellings</p> <p>Hairy Maclary from Donaldson's Dairy by Lynley Dodd</p> <p><i>Strength of mind</i> Beegu <i>Making friends</i></p>	<p>So Much by Trish Cooke and Helen Oxenbury <i>Family & Friends</i></p> <p>Oi! Frog by Kes Gray and Jim Field</p> <p>How to Catch a Star <i>Trying different solutions</i> OR Man on the Moon <i>Exploring the theme of space</i></p> <p>OR Astro Girl</p> <p><i>Following your dreams</i> <i>History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Neil Armstrong</i></p>	<p>The Empty Pot <i>Honesty</i></p> <p>Chinese New Year traditional story <i>Awareness of different people/ cultures</i></p>	<p>The Odd Egg <i>Being unique</i> <i>Science link(Animals, including humans):</i> <i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</i> <i>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i></p> <p>The Emperor's Egg <i>Being loved</i> <i>New Life linked to R.E</i></p>	<p>Cave Baby <i>Overcoming fears</i></p> <p>Stone Age Boy <i>Awareness of different peoples/ cultures</i> <i>Linked with topic – Stone age History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</i></p> <p>Woolly <i>Friendship</i> <i>Geography (Y1 Locational knowledge): Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>	<p>Traditional stories:</p> <p>The Pea and the Princess <i>Warns the reader about the dangers of jumping to conclusions without all the facts.</i></p> <p>Jack and the Beanstalk <i>Moral dilemma</i></p> <p>Fruit poems</p> <p><i>Links to healthy eating and lifestyle</i></p>
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<p>2</p>	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Tadpole's Promise <i>Keeping promises/ honesty</i> <i>Science link (Y2 Animals including humans): Notice that animals, including humans, have offspring which grow into adults</i></p> <p>Lost and Found by Oliver Jeffers *book and film</p>	<p>Iggy Peck, Architect by Andrea Beatty and David Roberts</p> <p>The Magic Bed by John Burningham</p> <p><i>Imagination & creativity</i></p> <p>The Bear Under the Stairs <i>Facing up to our fears and finding trusted adults to talk to</i></p> <p><i>Science link (Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p>	<p>The Journey Home <i>Powerful message of conservation/ Taking care of our environment/ recycling</i> <i>Science (Living things and their habitats): Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</i></p> <p>House Held up by Trees <i>Science (Plants): Identify and name a variety of plants and animals in their habitats, including microhabitats; (Recap from Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees</i> <i>Geography (Human and physical Geography): Key physical features, including: beach, cliff,</i></p>	<p>The Minpins <i>I can be a hero</i> <i>Science (Y2 Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p> <p>The Goldilocks Project <i>Respect</i></p>	<p>Paddington</p> <p>SATS</p> <p>Great Fire of London <i>History (Events beyond living memory that are significant nationally or globally</i></p> <p><i>Science: Uses of everyday materials</i></p> <p><i>History: History (Y2 Events beyond living memory that are significant nationally or globally)</i></p>	<p>Great Fire of London <i>History (Events beyond living memory that are significant nationally or globally)</i></p> <p>Jim and the Beanstalk</p> <p>The Owl and the Pussy Cat</p>
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	<p>Yeti and the Bird by Nadia Shireen</p> <p>Friendship & kindness</p>		<p><i>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p>			
3	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>The Pirate Cruncher <i>Is there a different book to support</i> Geography: seas and rivers of the world, maps and atlases, locational knowledge</p> <p>Jim and the Beanstalk by Raymond Briggs</p>	<p>Great Fire of London <i>History (Events beyond living memory that are significant nationally or globally</i></p> <p><i>Science: Uses of everyday materials</i></p> <p><i>History: History (Y2 Events beyond living memory that are significant nationally or globally)</i></p> <p>Paddington</p>	<p>BFG by Roald Dahl <i>Unlikely friendships</i></p> <p>Pied Piper By Brothers Grimm and Lisbeth Zwerger</p>	<p>The First Drawings By Mordicai Gerstein <i>History :Changes in Britain from the Stone Age to the Iron Age</i></p> <p>Weslandia By Paul Fleischman and Kevin Hawkes</p>	<p>Black Dog By Levi Penfold</p> <p>Sparky By Jenny Offill and Chris Appelhans.</p>	<p>The Tunnel By Anthony Browne</p> <p>The day I swapped my dad for two goldfish By Neil Gaiman</p>

<p>4</p>	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Escape From Pompeii <i>History (Y4 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066): Age of Exploration</i> Geography: <i>comparing Britain and Italy, maps, location knowledge, human and physical geography</i></p>	<p>The First Drawings By Mordicai Gerstein <i>History :Changes in Britain from the Stone Age to the Iron Age</i></p> <p>Weslandia By Paul Fleischman and Kevin Hawkes</p>	<p>Until I Met Dudley <i>Science (Y4 Electricity): Identify common appliances that run on electricity</i></p> <p>The Lost Thing</p> <p>Way Home <i>Homelessness</i> <i>Bullying</i> <i>Friendship</i></p>	<p>Beowulf</p> <p>Odd and The Frost Giant History: <i>Anglo-Saxons and Vikings</i> Geography: <i>early settlements</i></p>	<p>Flotsam <i>make informed choices</i> Geography (Y4 Place knowledge): <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i></p> <p>Varmints <i>Science (Y4 Living things and their habitats):</i> <i>Recognise that living things can be grouped in a variety of ways</i> <i>Recognise that environments can change and that this can sometimes pose dangers to living things</i></p>	<p>Tin Forest <i>Recycling</i> <i>Science (Y3 recap Plants):</i> <i>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant, Investigate the way in which water is transported within plants & explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</i></p> <p>Where the Ocean meets the sea (<i>Linked with rainforest topic</i>) Geography: <i>physical geography, climate zones, vegetation belts</i> <i>PSHE: (Living in the wider world) About the importance of respecting and protecting the environment</i></p> <p>Cloud Tree Monkeys</p>
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	Tar Beach					
5	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Robot Girl By Malorie Blackman (racism, equality, BHM ICT link) Computing :Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</p> <p>Hidden Figures</p>	<p>Beowulf</p> <p>Odd and The Frost Giant History: Anglo-Saxons and Vikings Geography: early settlements</p> <p>The Lost Thing</p>	<p>The Story of Tutankhamun <i>History : the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p>Winter's Child</p> <p>Science (Y4 States of matter): Compare and group materials together, according to whether they are solids, liquids or gases</p>	<p>The Unforgotten Coat (racism, equality, tolerance) Geography (Geographical skills and fieldwork): Use maps, atlases, globes and digital/computer mapping to locate countries (Mongolia) and describe features studied</p> <p>Harris Buddick – Visual Literacy</p> <p>Rain Player</p>	<p>The Princess Blankets</p> <p>The Other Side of Truth <i>Justice and freedom of speech</i></p> <p>Otto, Autobiography of a Teddy-bear <i>Science (Y5 Animals, including humans): Describe the changes as humans develop to old age</i></p>	<p>A Beautiful Lie <i>Geography (Human and physical geography): Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p>Romeo & Juliet Poetry</p>

	<p><i>Linked with Freedom & Justice topic</i></p> <p><i>And Black History Month</i></p>					
6	<p>When Sadness Comes to Call (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>Everybody Worries (PSHE link) <i>Looking at things that can effect person's mental health</i> <i>To find strategies to help cope with feelings and how to put them in practise.</i></p> <p>The Lion and the Unicorn</p> <p>War Games <i>WW11</i></p> <p>Rose Blanche <i>A story of kindness and strength show to others.</i> <i>History (Y6 A study of an aspect or theme in British history that extends</i></p>	<p>The Adventures of Odysseus</p> <p>Percy Jackson and the Lightning Thief <i>History (Ancient Greece): A study of Greek life and achievements and their influence on the western world</i></p>	<p>The Promise <i>Science (Y6 Evolution and inheritance): Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p> <p>The Arrival <i>Geography (Y6 Human and physical geography): Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p>	<p>The Man who walked between the Towers</p> <p>The Invention of Hugo Cabret <i>Geography (Y6 Place knowledge): Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</i></p>	<p>The Firebird</p> <p>King Kong <i>PSHE: How to maintain physical, mental and emotional health and wellbeing</i> <i>How to recognise risky or negative relationships including all forms of bullying and abuse</i></p>	<p>The Tempest</p> <p>Transition to Y7</p>

	Word	Sentence	Punctuation	Text	Terminology for Children
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	<p>pupils' chronological knowledge beyond 1066): WW2</p> <p>WW11 Poetry</p>					
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<p>Year 1</p>	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> How words can combine to make sentences, Joining words and joining clauses using and 	<ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<p>Letter capital letter word, singular plural, sentence punctuation full stop question mark exclamation mark</p>
<p>Year 2</p>	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but), Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon], How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] 	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] 	<p>noun noun phrase, statement, question exclamation command compound suffix, adjective adverb, verb, tense (past, present) apostrophe, comma</p>
<p>Year 3</p>	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] <u>Subordination (using when, if, that, because) and co-ordination (using or, and, but),</u> 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech <u>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</u> <u>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</u> 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] 	<p>preposition conjunction, word family prefix, clause subordinate clause direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')</p>

	and meaning [e.g. solve, solution, solver, dissolve, insoluble]				
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	Word	Sentence	Punctuation	Text	Terminology for Children
Year 4	<ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <u>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</u> 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial
Year 5	<ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] <u>The grammatical difference between plural and possessive –s</u> <u>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</u> 	<ul style="list-style-type: none"> Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <u>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</u> 	<ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <u>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas</u> <u>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</u> <u>Use of commas after fronted adverbials</u> 	<ul style="list-style-type: none"> Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</u> 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity
	Word	Sentence	Punctuation	Text	Terminology for Children
Year 6	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]. <u>The grammatical difference between plural and possessive</u> 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

	<p>–s</p> <ul style="list-style-type: none"> • <u>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</u> 	<p>or Were they to come in some very formal writing and speech]</p> <ul style="list-style-type: none"> • <u>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</u> 	<p>re-cover]</p> <ul style="list-style-type: none"> • <u>Use of commas to clarify meaning or avoid ambiguity</u> • <u>Brackets, dashes or commas to indicate parenthesis</u> 	<ul style="list-style-type: none"> • <u>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</u> • <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</u> 	
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