



**Overview of Kentmere Academy and Nursery Writing Curriculum**

**Cycle A**

Year one	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>DINOSAUR PLANET</u></b>	<b><u>MUCK, MESS AND MIXTURES</u></b>	<b><u>BRIGHT LIGHTS, BIG CITY</u></b>	<b><u>THE SCENTED GARDEN</u></b>	<b><u>BOUNCE</u></b>
	Narrative (real or fictional events) Nursery Rhymes Poetry Instructions Adverts	Instructions Recipes Acrostic Poems Narrative Character Descriptions	Recounts Adventure Narrative Instructions Character Descriptions Leaflets Non Chronological Reports Letters	Recounts Non Chronological Reports Instructions Narrative Information Books	Narratives (Traditional Tales) Information Texts Instructions Poetry
<b>Texts</b>	Dinosaur Roar! Harry and his Bucketful of Dinosaurs	Winnie the Witch Meg and Mog Stone Soup Magic Porridge Shh Santa	Katie goes to London The Naughty Bus Paddington Bear	Jim and the Beanstalk Jasper's Beanstalk	The Frog Prince The Frog Olympics The Sports Day
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><b><i>Pupils should be taught to:</i></b></p> <ol style="list-style-type: none"> <li>Write sentences by:                             <ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> </ul> </li> <li>Discuss what they have written with the teacher or other pupils.</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>See Long Term Plans for GAPS.</p>				



Year Two	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>DINOSAUR PLANET</u></b> Narrative (real or fictional events) Nursery Rhymes Poetry Instructions Adverts	<b><u>MUCK, MESS AND MIXTURES</u></b> Instructions Recipes Acrostic Poems Narrative Character Descriptions	<b><u>BRIGHT LIGHTS, BIG CITY</u></b> Recounts Adventure Narrative Instructions Character Descriptions Leaflets Non Chronological Reports Letters	<b><u>THE SCENTED GARDEN</u></b> Recounts Non Chronological Reports Instructions Narrative Information Books	<b><u>BOUNCE</u></b> Narratives (Traditional Tales) Information Texts Instructions Poetry
<b>Texts</b>	Dinosaur Roar! Harry and his Bucketful of Dinosaurs	Winnie the Witch Meg and Mog Stone Soup Magic Porridge Shh Santa	Katie goes to London The Naughty Bus Paddington Bear	Jim and the Beanstalk Jasper's Beanstalk	The Frog Prince The Frog Olympics The Sports Day
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b>  <b><u>Pupils should be taught to:</u></b></p> <ol style="list-style-type: none"> <li>Develop positive attitudes and stamina for writing by:                     <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> </ul> </li> <li>Consider what they are going to write before beginning by:                     <ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>Make simple additions, revisions and corrections in their own writing by:                     <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>Proof-reading to check for errors in spelling, grammar and punctuation</li> </ul> </li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>                      See Long Term Plans for GAPS.</p>				



Year Three	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>TREMORS</u></b>  Recounts Historical Narrative Narrative using Personification Newspaper Reports Poetry	<b><u>POTIONS</u></b>  Labels Instructions Character Description Non Chronological Reports	<b><u>GODS AND MORTALS</u></b>  Character Profiles Diary Writing Myths and Legends Character Descriptions Letters	<b><u>TRIBAL TALES</u></b>  Adventure Story Information Text Poetry	<b><u>BURPS, BOTTOMS AND BILE</u></b>  Fact Files Explanatory Texts Texts using Idioms Fantasy Narrative Slogans Persuasive Texts
<b>Texts</b>	Pompeii Escape from Pompeii	Harry Potter Macbeth Fantastic Beasts	Theseus and the Minotaur Pandora's Box Battle of Troy Eurydice and Orpheus	Stig of the Dump The Twits Stone Age Boy	Demon Dentist
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><i>Pupils should be taught to:</i></p> <ol style="list-style-type: none"> <li>Plan their writing by:                             <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> </li> <li>Draft and write by:                             <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures (see 'Minimum Teaching Requirements for Vocabulary, Grammar and Punctuation' document).</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (see Non-Fiction templates in Section Four of Literacy Handbook)</li> </ul> </li> <li>Evaluate and edit by:                             <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>Proof-read for spelling and punctuation errors.</li> <li>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.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b> See Long Term Plans for GAPS.</p>				



Year Four	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>TREMORS</u></b>  Recounts Historical Narrative Narrative using Personification Newspaper Reports Poetry	<b><u>POTIONS</u></b>  Labels Instructions Character Description Non Chronological Reports	<b><u>GODS AND MORTALS</u></b>  Character Profiles Diary Writing Myths and Legends Character Descriptions Letters	<b><u>TRIBAL TALES</u></b>  Adventure Story Information Text Poetry	<b><u>BURPS, BOTTOMS AND BILE</u></b>  Fact Files Explanatory Texts Texts using Idioms Fantasy Narrative Slogans Persuasive Texts
<b>Texts</b>	Pompeii Escape from Pompeii	Harry Potter Macbeth Fantastic Beasts	Theseus and the Minotaur Pandora's Box Battle of Troy Eurydice and Orpheus	Stig of the Dump The Twits Stone Age Boy	Demon Dentist
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><i>Pupils should be taught to:</i></p> <ol style="list-style-type: none"> <li>Plan their writing by:                             <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> </li> <li>Draft and write by:                             <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures (see 'Minimum Teaching Requirements for Vocabulary, Grammar and Punctuation' document).</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (see Non-Fiction templates in Section Four of Literacy Handbook)</li> </ul> </li> <li>Evaluate and edit by:                             <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>Proof-read for spelling and punctuation errors.</li> <li>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.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b> See Long Term Plans for GAPS.</p>				



**Overview of Kentmere Academy and Nursery Writing Curriculum**

**Cycle A**

Year Five	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>TOMORROW'S WORLD</u></b>	<b><u>STARGAZERS</u></b>	<b><u>A CHILD'S WAR</u></b>	<b><u>HOLA MEXICO!</u></b>	<b><u>SOW, GROW AND FARM</u></b>
	Newspaper Reports Thriller Narratives Diary Entry	Instructions Science Fiction/Graphic Narrative Non Fiction Texts Play script	Letters Diaries Narrative Dialogue Speeches	Persuasive Writing Thriller Narratives Short story for a child	Leaflets Balanced Arguments Non-chronological reports
<b>Texts</b>	Alex Rider Hacker	Alone on the Wide Wide Sea - Micheal Morpurgo Various non-fiction texts	Anne Frank's Diary Goodnight Mister Tom	Holes by Louis Sachar	The Secret Garden
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><i>Pupils should be taught to:</i></p> <ol style="list-style-type: none"> <li>Plan their writing by:                     <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> </li> <li>Draft and write by:                     <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>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 non-fiction texts and to guide the reader</li> </ul> </li> <li>Evaluate and edit by:                     <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>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> </li> <li>Proof-reading for spelling and punctuation errors.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b> See Long Term Plans for GAPS..</p>				



Year Six	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>TOMORROW'S WORLD</u></b>	<b><u>STARGAZERS</u></b>	<b><u>A CHILD'S WAR</u></b>	<b><u>HOLA MEXICO!</u></b>	<b><u>SOW, GROW AND FARM</u></b>
	Newspaper Reports Thriller Narratives Diary Entry	Instructions Science Fiction/Graphic Narrative Non Fiction Texts Play script	Letters Diaries Narrative Dialogue Speeches	Persuasive Writing Thriller Narratives Short story for a child	Leaflets Balanced Arguments Non-chronological reports
<b>Texts</b>	Alex Rider Hacker	Alone on the Wide Wide Sea - Micheal Morpurgo Various non-fiction texts	Anne Frank's Diary Goodnight Mister Tom	Holes by Louis Sachar	The Secret Garden
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><b><i>Pupils should be taught to:</i></b></p> <ol style="list-style-type: none"> <li>Plan their writing by:                     <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> </li> <li>Draft and write by:                     <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>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 non-fiction texts and to guide the reader</li> </ul> </li> <li>Evaluate and edit by:                     <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>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> </li> <li>Proof-reading for spelling and punctuation errors.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b>                      See Long Term Plans for GAPS..</p>				



Year one	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>MOON ZOOM!</u></b>  Posters Character Profiles Non Chronological Reports Adverts Science Fiction	<b><u>MEMORY BOX</u></b>  Recounts Diary Writing Rhymes and Mnemonics Descriptions Information Books	<b><u>TOWERS, TUNNELS AND TURRETS</u></b>  Recount Reported Speech Narrative Letters Posters	<b><u>SPLENDID SKIES</u></b>  Poetry Non-Chronological reports List and Instructions Setting description	<b><u>COASTLINE</u></b>  Narrative Information Books Descriptions Postcards
<b>Texts</b>	Beegu Whatever Next? Aliens love Underpants	The Tiger Who Came to Tea Dogger Where's My Teddy?	The Three Little Pigs The Tunnel Rapunzel Three Billy Goats Gruff	One Year with Kipper Chicken Licken The Boy Who Lost His Bumble	The Lighthouse Keeper's Lunch Winnie the Witch at the Seaside Lucy and Tom at the Seaside
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>• For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>• For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><b><i>Pupils should be taught to:</i></b></p> <ol style="list-style-type: none"> <li>1) Write sentences by:                             <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> </ul> </li> <li>2) Discuss what they have written with the teacher or other pupils.</li> <li>3) Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>See Long Term Plans for GAPS.</p>				



**Overview of Kentmere Academy and Nursery Writing Curriculum**

**Cycle B**

Year Two	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>MOON ZOOM!</u></b>  Posters Character Profiles Non Chronological Reports Adverts Science Fiction	<b><u>MEMORY BOX</u></b>  Recounts Diary Writing Rhymes and Mnemonics Descriptions Information Books	<b><u>TOWERS, TUNNELS AND TURRETS</u></b>  Recount Reported Speech Narrative Letters Posters	<b><u>SPLENDID SKIES</u></b>  Poetry Non-Chronological reports List and Instructions Setting description	<b><u>COASTLINE</u></b>  Narrative Information Books Descriptions Postcards
<b>Texts</b>	Beegu Whatever Next? Aliens love Underpants	The Tiger Who Came to Tea Dogger Where's My Teddy?	The Three Little Pigs The Tunnel Rapunzel Three Billy Goats Gruff	One Year with Kipper Chicken Licken The Boy Who Lost His Bumble	The Lighthouse Keeper's Lunch Winnie the Witch at the Seaside Lucy and Tom at the Seaside
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ol style="list-style-type: none"> <li>Develop positive attitudes and stamina for writing by:                     <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> </ul> </li> <li>Consider what they are going to write before beginning by:                     <ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>Make simple additions, revisions and corrections in their own writing by:                     <ul style="list-style-type: none"> <li>Evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>Proof-reading to check for errors in spelling, grammar and punctuation</li> </ul> </li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b></p> <p>See Long Term Plans for GAPS.</p>				





Year Three	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b>Scrumdiddlyumptious!</b>  Recounts Recipes Instructions Non Chronological Reports	<b>I am warrior!</b>  Historical Narrative Instructions Invitations and Menus Letters	<b>Traders and Raiders</b>  Diary Character Profiles Myths and Legends Poetry Historical Narrative	<b>Flow</b>  Explanation text Adventure story Poetry Debate	<b>Mighty Metals</b>  Recounts Diary Character Description Letters Poetry
<b>Texts</b>	Charlie and the Chocolate factory	Boudica's Army- I was there	How to train your dragon	Flotsam	The Iron man
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b>Transcription (spelling &amp; handwriting)</b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b>Composition (articulating ideas and structuring them in speech and writing)</b></p> <p><i>Pupils should be taught to:</i></p> <ol style="list-style-type: none"> <li>Plan their writing by:                     <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> </li> <li>Draft and write by:                     <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures (see 'Minimum Teaching Requirements for Vocabulary, Grammar and Punctuation' document).</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (see Non-Fiction templates in Section Four of Literacy Handbook)</li> </ul> </li> <li>Evaluate and edit by:                     <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>Proof-read for spelling and punctuation errors.</li> <li>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.</li> </ol> <p><b>Vocabulary, Grammar and Punctuation</b>                      See Long Term Plans for GAPS.</p>				



Year Four	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b>Scrumdiddlyumptious!</b>  Recounts Recipes Instructions Non Chronological Reports	<b>I am warrior!</b>  Historical Narrative Instructions Invitations and Menus Letters	<b>Traders and Raiders</b>  Diary Character Profiles Myths and Legends Poetry Historical Narrative	<b>Flow</b>  Explanation text Adventure story Poetry Debate	<b>Mighty Metals</b>  Recounts Diary Character Description Letters Poetry
<b>Texts</b>	Charlie and the Chocolate factory	Boudica's Army- I was there	How to train your dragon	Flotsam	The Iron man
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><u>Transcription (spelling &amp; handwriting)</u></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><u>Composition (articulating ideas and structuring them in speech and writing)</u></p> <p><i>Pupils should be taught to:</i></p> <ol style="list-style-type: none"> <li>Plan their writing by:                             <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> </ul> </li> <li>Draft and write by:                             <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures (see 'Minimum Teaching Requirements for Vocabulary, Grammar and Punctuation' document).</li> <li>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organisational devices (see Non-Fiction templates in Section Four of Literacy Handbook)</li> </ul> </li> <li>Evaluate and edit by:                             <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>Proof-read for spelling and punctuation errors.</li> <li>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.</li> </ol> <p><u>Vocabulary, Grammar and Punctuation</u> See Long Term Plans for GAPS.</p>				



**Overview of Kentmere Academy and Nursery Writing Curriculum**

**Cycle B**

Year Five	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>Off with her head!</u></b>	<b><u>Frozen Kingdom</u></b>	<b><u>Revolution</u></b>	<b><u>Pharaohs!</u></b>	<b><u>SCREAM MACHINE</u></b>
	Biographies News Reports Persuasive Letters	Chronological Report Short Narrative Diaries Haiku Poetry	Non Chronological Reports Historical Fiction Biographies Formal letters Diary Writing/Journals	Newspaper Fact Files Research Skills Mystery Stories	Poetry Letter of persuasion Newspaper
<b>Texts</b>	Treason by Berlie Doherty	The Call of the Wild	A Christmas Carol - Charles Dickens Oliver Twist	Various non-fiction texts	The boy who swam with Piranhas
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><b><i>Pupils should be taught to:</i></b></p> <ol style="list-style-type: none"> <li>Plan their writing by:                     <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> </li> <li>Draft and write by:                     <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>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 non-fiction texts and to guide the reader</li> </ul> </li> <li>Evaluate and edit by:                     <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>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> </li> <li>Proof-reading for spelling and punctuation errors.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b> See Long Term Plans for GAPS..</p>				



**Overview of Kentmere Academy and Nursery Writing Curriculum**

**Cycle B**

Year Six	Autumn 1	Autumn 2	Spring 1	Summer 1	Summer 2
<b>Units of Work</b>	<b><u>Off with her head!</u></b>  Biographies News Reports Persuasive Letters	<b><u>Frozen Kingdom</u></b>  Chronological Report Short Narrative Diaries Haiku Poetry	<b><u>Revolution</u></b>  Non Chronological Reports Historical Fiction Biographies Formal letters Diary Writing/Journals	<b><u>Pharaohs!</u></b>  Newspaper Fact Files Research Skills Mystery Stories	<b><u>SCREAM MACHINE</u></b>  Poetry Letter of persuasion Newspaper
<b>Texts</b>	Treason by Berlie Doherty	The Call of the Wild	A Christmas Carol - Charles Dickens Oliver Twist	Various non-fiction texts	The boy who swam with Piranhas
<b>New National Curriculum Statutory Requirements</b> (Transcription, Composition, Vocabulary, Grammar and Punctuation)	<p><b><u>Transcription (spelling &amp; handwriting)</u></b></p> <ul style="list-style-type: none"> <li>For spelling guidance, please see Phonics &amp; Spelling section of The National Curriculum.</li> <li>For handwriting guidance please see handwriting section of The National Curriculum.</li> </ul> <p><b><u>Composition (articulating ideas and structuring them in speech and writing)</u></b></p> <p><b><u>Pupils should be taught to:</u></b></p> <ol style="list-style-type: none"> <li>Plan their writing by:                     <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> </li> <li>Draft and write by:                     <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>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 non-fiction texts and to guide the reader</li> </ul> </li> <li>Evaluate and edit by:                     <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>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> </li> <li>Proof-reading for spelling and punctuation errors.</li> </ol> <p><b><u>Vocabulary, Grammar and Punctuation</u></b> See Long Term Plans for GAPS..</p>				