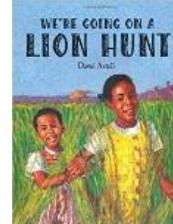
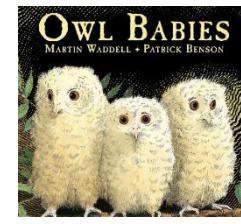
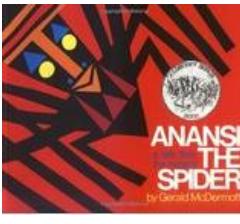
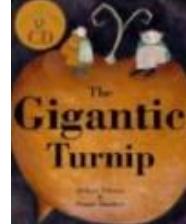
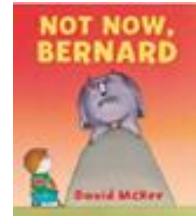
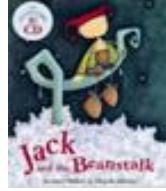
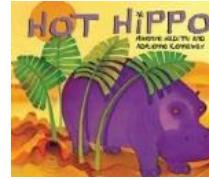


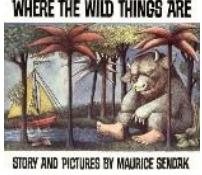
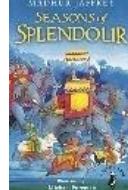
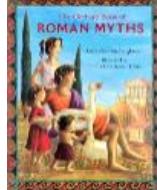
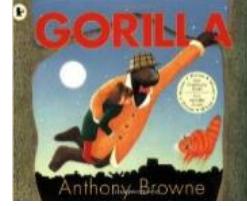
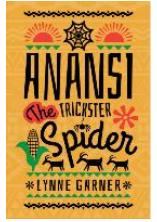
Curriculum Overview: Extended Writing

 Curriculum Overview: Writing
 Writing is exciting!

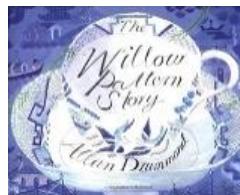
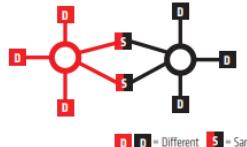
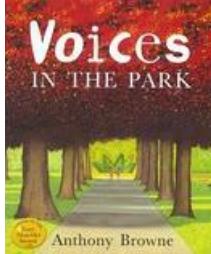
- Writing is based on real life experiences and well-known texts where possible
- Spelling, punctuation and grammar are taught as an integral part of the writing process and applied to different types of writing
- Pupils are encouraged to develop their own voice as writers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
	We are tellers of tales <ul style="list-style-type: none"> • Repetitive stories • Recounting events • Retell known stories 	We are storytellers and instruction writers <ul style="list-style-type: none"> • patterned language • instructions on how to look after a pet 	We are storytellers and instruction writers <ul style="list-style-type: none"> • stories with predictable phrasing • topic-based instructions 	We are looking at authors and writing our own stories <ul style="list-style-type: none"> • Author focus • Comparing traditional tales from round the world 	We are storytellers and instruction writers <ul style="list-style-type: none"> • stories with predictable phrasing • instructions for planting seeds 	We are storytellers <ul style="list-style-type: none"> • traditional tales • predictable phrasing • stories reflecting children's experience
Year 2						
	We are tellers of tales <ul style="list-style-type: none"> • Repetitive stories • Recounting events • Retell known stories 	We are storytellers and instruction writers <ul style="list-style-type: none"> • stories with recurring language • Great Fire of London report • how to make bread and planting seeds 	We are explainers and storytellers <ul style="list-style-type: none"> • explanations of topic writing • stories based on the writing of Oliver Jeffers 	We are writing stories about a theme and giving instructions <ul style="list-style-type: none"> • Retelling our own experiences • topic-based instructions 	We are storytellers and mythmakers <ul style="list-style-type: none"> • Comparing traditional tales from round the work • Report on countries 	We are mythmakers, storytellers and reporters <ul style="list-style-type: none"> • Traditional tales • Topic based report

Curriculum Overview: Extended Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3						
	We are tellers of fables and instruction writers <ul style="list-style-type: none"> Modern fables instructions for planting a seed 	We are traditional tale tellers and explainers <ul style="list-style-type: none"> traditional tales topic explanations non-chronological reports 	We are storytellers and report writers <ul style="list-style-type: none"> alternative fairy tales author focus traditional tales 	We are persuaders and recounters <ul style="list-style-type: none"> Writing and presenting reports based on Topic work persuasive letters 	We are adventurers and recounters <ul style="list-style-type: none"> adventure stories diary entries 	We are tellers of tales, persuaders and instructors <ul style="list-style-type: none"> traditional tale from a key character's perspective topic instructions travel guide to Spain
Year 4		 				
	We travel in real and imaginary worlds <ul style="list-style-type: none"> Imaginary settings News reporting Persuasive presentation 	We are tellers of stories with themes, scientists & script writers <ul style="list-style-type: none"> Stories with themes from India Topic based report writing Writing and performing a play 	We are non-fiction writers and debaters <ul style="list-style-type: none"> multi-genre non-fiction writing Discussion and debating 	We are storytellers and mythmakers <ul style="list-style-type: none"> Anthony Browne author focus Narrative writing based on Roman myths 	We are explainers and tell stories with a dilemma <ul style="list-style-type: none"> Stories which raise dilemmas Topic based explanation writing 	We are recounters, persuaders and tellers of traditional tales <ul style="list-style-type: none"> Jamaican myths Persuasive Jamaican holiday brochure recount

Curriculum Overview: Extended Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	 <p>We are biographers and historians</p> <ul style="list-style-type: none"> • biographies of Malala • histories of the Windrush 	 <p>We are storytellers and explainers</p> <ul style="list-style-type: none"> • literary heritage fiction • narrative viewpoint • explanation texts 	 <p>We are non-fiction writers & persuaders</p> <ul style="list-style-type: none"> • comparison reports • persuasive tourist brochures 	 <p>We are writers of suspense and mystery & explainers</p> <ul style="list-style-type: none"> • suspense stories based on Into The Forest by Anthony Browne • water cycle explanations 	 <p>We are legendary and have fun with flashbacks</p> <ul style="list-style-type: none"> • Legends based on Beowulf • Stories with flashbacks 	 <p>We are report writers</p> <ul style="list-style-type: none"> • chronological reports • comparative reports
Year 6	 <p>We are biographers</p> <ul style="list-style-type: none"> • Explaining our scientific discoveries • Scientific reports • Exploring fictional genres 	 <p>We are storytellers and explainers</p> <ul style="list-style-type: none"> • Exploring fictional genres • Explaining key issues from our topic work 	 <p>We are non-fiction writers and debaters</p> <ul style="list-style-type: none"> • Exploring multiple viewpoints • Narrative workshop 	 <p>We can write in the style of an author and persuade you</p> <ul style="list-style-type: none"> • Presenting a persuasive argument 	 <p>We are revising</p> <ul style="list-style-type: none"> • Revisiting all the different styles of writing we have learned about 	 <p>We are script writers and debaters</p> <ul style="list-style-type: none"> • Writing our own play script for the end of year show • Hosting a series of live debates