

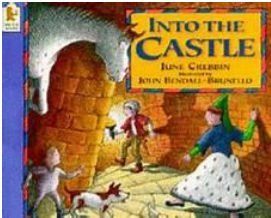
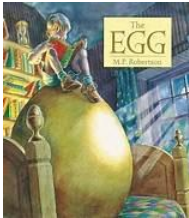
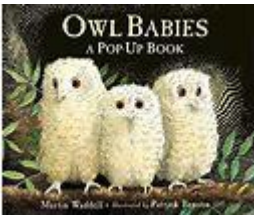
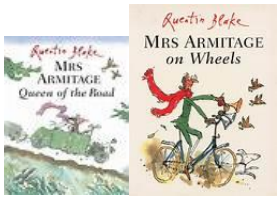
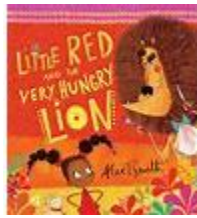

Curriculum Overview: Blackboys CEP English writing cycle A



Curriculum Overview: Writing

- All writing will be developed following on from real life experiences and well-known texts where possible. Other stimuli may be used to enhance the authenticity of the experiences as appropriate e.g music, videos.
- Each learning sequence will include activities which support vocabulary development and understanding.
- As part of the writing process, spelling, punctuation and grammar will be taught as integral parts which will be linked to the extended writing task.
- All lesson sequences will include teachers modelling the writing process and allow an element of collaborative writing in the form of a shared write.
- Teachers will use their modelling to explicitly explain writing choices linked to the purpose and audience of writing
- Children will be encouraged to develop their own voice as writers by using all experiences from previous sessions.

EYFS/Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Supplementary Texts	Cinderella Non-fiction books about Knights/castles Rapunzel	Zog by Julia Donaldson Model text – how to catch a dragon Selection of poems about fire and fireworks	Goldilocks and the Three Bears Non-fiction texts about badgers, hedgehogs and owls Six Dinner Sid	Whatever Next The Little Boat Naughty Bus Selection of poems about Spring	Handa's Surprise Non-fiction books about African animals	Non-fiction books about spiders and snails Aaaarrgghh Spider Selection of poems about minibeasts
Writing outcomes & purpose	Write their name. (YR)	Attempt to write simple labels. (YR)	Write simple lists. (YR)	Write short captions. (YR) Write lists, cards and messages. (YR)	Write captions.(YR) Formulate and write simple sentences. (YR)	Write a sentence with finger spaces that can be read by others. (YR)

Curriculum Overview: Blackboys CEP English writing cycle A



	<p>Year 1 Narrative – storywriting – retelling the story of the castle. Writing to entertain</p> <p>Recount – trip to Lewes Castle. Writing to inform</p> <p>Lists – list of things that a knight needs. Writing to inform</p>	<p>Year 1 Poetry – Descriptive poem about fire. Writing to entertain</p> <p>Narrative – description writing about the missing egg in the form of a poster. Writing to entertain</p> <p>Narrative – write the ending to the story of The Egg. Writing to entertain</p> <p>Instructions – How to catch a dragon. Writing to inform</p>	<p>Year 1 Narrative – Wanted poster with a character description. Writing to entertain</p> <p>Letter – write as a baby owl to his/her mummy. Writing to inform</p> <p>Narrative – retell the story of Six Dinner Sid. Writing to entertain</p>	<p>Year 1 Letter – write a thank you letter from Mrs Armitage. Writing to inform</p> <p>Narrative – write an alternative ending to the story of The Naughty Bus. Writing to entertain</p> <p>Poetry – write a Spring poem using senses. Writing to entertain</p>	<p>Year 1 Narrative – character description from Little Red. Writing to entertain</p> <p>Narrative – retelling a familiar story. Writing to entertain</p> <p>Instructions – for a zookeeper to learn how to look after an African animal. Writing to inform</p>	<p>Year 1 Narrative – Write the story of The Hungry Caterpillar. Writing to entertain</p> <p>Recount – spider writing about how they catch their prey. Writing to inform</p> <p>Poetry – minibeast riddles. Writing to entertain</p>
Punctuation	<p>Use finger spaces between words. (Y1)</p> <p>Begin to punctuate sentences using a capital letter and full stop. (Y1)</p>	<p>Use question marks to demarcate questions. (Y1)</p>	<p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p>	<p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p> <p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p>	<p>To begin to recognise a capital letter and full stop in writing. (YR)</p> <p>To begin to use a capital letter and full stop when writing sentences. (YR)</p> <p>Begin to use exclamation marks to demarcate sentences. (Y1)</p> <p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p>	<p>To use a capital letter and full stop when writing a sentence. (YR)</p> <p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p>
Grammar	<p>Know how words combine to form sentences. (Y1)</p>	<p>Know how words combine to form sentences. (Y1)</p>	<p>To introduce joining clauses using and. (Y1)</p>	<p>To introduce joining clauses using and. (Y1)</p>	<p>Join words and joining clauses using and.(Y1)</p>	<p>Join words and joining clauses using and.(Y1)</p>

Curriculum Overview: Blackboys CEP English writing cycle A



Transcription	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Drawing alongside early mark making. (YR)</p> <p>Write the letter shapes linked to phonics lessons. (YR)</p> <p>Writing random letters.(YR)</p> <p>Name the letters of the alphabet. (Y1)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly (Y1)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Begin to hear initial sounds in words and attempt to write these. (YR)</p> <p>Hear and write the final sounds.(YR)</p> <p>Form capital letters (Y1)</p> <p>Form digits 0-9 (Y1)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Hear all the significant letter sounds in words and attempt to write these down. (YR)</p> <p>Write high frequency words with sound mats. (YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Spell out and write down vc cvc words by matching letters and sounds.(YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Spell out words with consonant clusters, vowel digraphs and trigraphs. (YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Write more challenging words with a sound knowledge of Phase 2 & 3 phonics.(YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>
---------------	--	---	---	---	---	---

Curriculum Overview: Blackboys CEP English writing cycle A



Composition	<p>Beginning to assign meaning to the marks they make. (YR)</p> <p>Attempt to write name.(YR)</p> <p>Write name from memory.(YR)</p>	<p>Talking about writing and giving meaning to the marks they have made.(YR)</p> <p>Write letter strings and attempt to read their writing.(YR)</p> <p>Write short strings of letters to represent words.(YR)</p>	<p>Attempt to write cvc words.(YR)</p> <p>Write letters with spaces between them to resemble the idea of words.(YR)</p> <p>Copy words that are in the environment but don't always know what they say.(YR)</p>	<p>Write high frequency words from memory.(YR)</p> <p>Say a simple sentence for writing.(YR)</p> <p>Orally compose a caption and hold it in memory before starting to write.(YR)</p> <p>Write a series of beginning letters and sounds for my phrase but there may be no spaces between the words.(YR)</p> <p>Begin to show some awareness of finger spaces.(YR)</p>	<p>Begin to use finger spaces when writing a simple sentence.(YR)</p> <p>Orally compose a sentence and hold it in memory before starting to write.(YR)</p> <p>Begin to use a capital letter and full stop when writing a sentence.(YR)</p>	<p>Write spaces between all the words in my sentences. Some punctuation may be used.(YR)</p> <p>Use the high frequency words within the sentence.(YR)</p> <p>Others can read my sentence.(YR)</p>
	<p>To write sentences by:</p> <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 <p>To discuss what they have written with the teacher or other pupils .</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</p>					
Vocabulary	<p>Finger spaces (Y1)</p> <p>Capital letter (Y1)</p> <p>Full stops (Y1)</p> <p>Question marks (Y1)</p> <p>Clause (Y1)</p> <p>Conjunction (Y1)</p>	<p>Capital letter (Y1)</p> <p>Full stop (Y1)</p> <p>Personal pronoun (Y1)</p>	<p>Personal pronoun (Y1)</p> <p>Capital letter (Y1)</p> <p>Full stop (Y1)</p>	<p>Personal pronoun (Y1)</p> <p>Capital letter (Y1)</p> <p>Full stop (Y1)</p>	<p>Capital letter (Y1)</p> <p>Full stop (Y1)</p> <p>Exclamation mark (Y1)</p>	<p>Capital letter (Y1)</p> <p>Full stop (Y1)</p>

Curriculum Overview: Blackboys CEP English writing cycle A



Year 1/2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text		 <p>The Deserted House by Mary Coleridge</p>					
Supplementary texts		<p>The House Held Up by Trees by Ted Kooser The House that once was by Julie Fogliano & Lane Smith The Little House by the Sea by Benedict Blathwayt Homes in the Past by Sian Smith A Room of Your Own – inspired by Virginia Woolf Moving by Michael Rosen</p>	<p>The Great Fire of London by Liz Gogerly The Great Fire of London by Susanna Davidson Vlad and the Great Fire of London by Kate Cunningham The Baker's Boy and the Great Fire of London The Great Fire of London by Gillian Clements Start Up History The Great Fire of London by Stewart Ross Why do We Remember? The Great Fire of London by Izzi Howell The Great Fire of London Unclassified by Nick Hunter The Great Fire of London How it Happened by Robin Twiddy</p>	<p>The Accidental Prime Minister by Tom McLaughlan The Election by Eleanor Levenson & Marek Jagucki The Time Travellers: Adventure Calling by Sufiya Ahmed & Alessia Trunfio</p>	<p>A Year of Nature Poems by Joseph Coelho A Year in Percy's Park by Nick Butterworth Tidy by Emily Gravett The Squirrels who Squabbled by Rachel Bright The Secret Garden by Susanna Davidson</p>	<p>A Beginner's Guide to Bear Spotting by Michelle Robinson Ice Bear by Nicola Davies The Littlest Yak by Lu Fraser The Koala Who Could by Rachel Bright</p>	<p>A Beginner's Guide to Bear Spotting by Michelle Robinson Ice Bear by Nicola Davies The Littlest Yak by Lu Fraser The Koala Who Could by Rachel Bright</p>

Curriculum Overview: Blackboys CEP English writing cycle A



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing outcomes & purpose</p>	<p>Narrative – story writing. Write a story about what is inside the hole in The Something. Writing to entertain.</p> <p>Narrative – descriptive writing. Describe the setting of the deserted house. Writing to entertain.</p> <p>Narrative – letter writing. Write as the owner of the house who is about to leave and the letter is to be found years later. Writing to inform.</p>	<p>Instructions – How to put out a fire. Write instructions about how to put out a fire using chains of people. Writing to inform.</p> <p>Recount – write as a resident of Pudding Lane and recount the events as they happened. Writing to inform.</p>	<p>Narrative – character description. Write a job specification for the Prime Minister job. Writing to entertain.</p> <p>Letter writing – writing to the public to tell them what they want to do as prime minister. Writing to inform.</p>	<p>Setting description – write a setting description based on the poetry they have read. Writing to entertain.</p> <p>Narrative – write a first person narrative about their own experiences following a woodland adventure. Writing to entertain.</p>	<p>Letter writing – write a letter to a friend to tell them about the animal they have received from the cereal company. Writing to inform.</p> <p>Description – catalogue of animals. Create a list of the animals you can receive from the cereal company with a description of what the animal is like/good for. Writing to entertain.</p>	<p>Description – Make a missing person poster to describe the girl. Writing to entertain.</p> <p>Recount – write a news report about the girl who has been living with animals. Writing to inform.</p> <p>Instructions – write instructions to teach the girl how to be human. Writing to inform.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Punctuation</p>	<p>Use finger spaces between words. (Y1)</p> <p>Begin to punctuate sentences using a capital letter and a full stop. (Y1)</p> <p>Use question marks to demarcate questions. (Y1)</p> <p>Use spacing between words that reflects the size of the letters. (Y2)</p>	<p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p> <p>Understand and begin to use commas for lists. (Y2)</p>	<p>Punctuate most sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p>	<p>Punctuate most sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p>	<p>Punctuate all sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Begin to use exclamation marks. (Y1)</p> <p>Use exclamation marks. (Y2)</p> <p>Use apostrophes for contracted forms. (Y2)</p>	<p>Punctuate all sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use apostrophes for possession (singular). (Y2)</p> <p>Understand and begin to use commas for lists. (Y2)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar</p>	<p>Join words and joining clauses using and. (Y1)</p> <p>Know how words combine to form sentences. (Y1)</p> <p>Use sentences with different forms: questions and statements. (Y2)</p> <p>Begin to expand noun phrases to describe and specify. (Y2)</p>	<p>Use the present and past tenses correctly and consistently. (Y2)</p> <p>Use sentences with different forms: commands and statements. (Y2)</p>	<p>Expand noun phrases to describe and specify. (Y2)</p> <p>Use co-ordination (or, and, but). (Y2)</p> <p>Use the present and past tenses correctly and consistently. (Y2)</p>	<p>Begin to use the progressive form of the past and present tense. (Y2)</p>	<p>Use subordination (when, if, that, because) (Y2)</p> <p>Use sentences with different forms: exclamations, statements. (Y2)</p> <p>Use the progressive form of the past and present tense. (Y2)</p>	<p>Use time adverbials. (Y2)</p> <p>Use sentences with different forms: statements, questions, exclamations, commands. (Y2)</p>

Curriculum Overview: Blackboys CEP English writing cycle A



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Transcription</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Name the letters of the alphabet. (Y1)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly (Y1)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p> <p>Form lower case letters of the correct size relative to one another. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. (Y2)</p> <p>Form capital letters (Y1)</p> <p>Form digits 0-9 (Y1)</p> <p>Distinguish between homophones and near homophones. (Y2)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Form nouns using suffixes such as –ness, -er and by compounding. (Y2)</p> <p>Start to use some of the diagonal and horizontal strokes needed to join letters. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Formation of adjectives using suffixes such as –ful, –less. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Learn to spell words with contracted forms. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Learn to use the possessive apostrophe (singular). (Y2)</p>
--	--	---	---	---	---	--

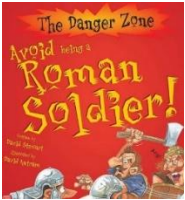
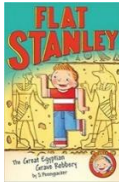
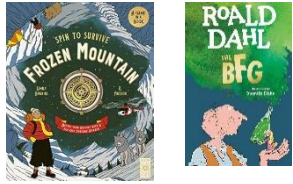
Curriculum Overview: Blackboys CEP English writing cycle A



Composition	<p>To write sentences by:</p> <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 <p>To discuss what they have written with the teacher or other pupils .</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</p> <p>To develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>To 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>To 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>To read aloud what they have written with appropriate intonation to make the meaning clear. (Y2)</p>					
	Vocabulary	Finger spaces (Y1) Capital letter (Y1) Full stops (Y1) Question marks (Y1) Clause (Y1) Conjunction (Y1) Sentence (Y2) Statement (Y2) Question (Y2) Expanded noun phrases (Y2)	Capital letter (Y1) Full stop (Y1) Personal pronoun (Y1) Comma (Y2) Present tense (Y2) Past tense (Y2) Sentence (Y2) Command (Y2) Statement (Y2)	Capital letter (Y2) Full stop (Y2) Question mark (Y2) Personal pronoun (Y1) Expanded noun phrase (Y2) Co-ordination (Y2) Present tense (Y2) Past tense (Y2)	Capital letter (Y2) Full stop (Y2) Question mark (Y2) Personal pronoun (Y1) Progressive past tense (Y2) Progressive present tense (Y2)	Capital letter (Y2) Full stop (Y2) Question mark (Y2) Exclamation mark (Y1 & 2) Apostrophes (Y2) Contractions (Y2) Sub-ordination (Y2) Sentence (Y2) Exclamation (Y2) Statement (Y2) Progressive past tense (Y2) Progressive present tense (Y2)

Curriculum Overview: Blackboys CEP English writing cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text				From a Railway Carriage by Robert Louis Stevenson		
Supplementary texts	Quest/Return by Aaron Becker	Romans on the Rampage by Jeremy Strong My Family and Other Romans by Marie Basting A Gladiator Stole My Lunchbox by Thiago de Moraes Meet the Ancient Romans by James Davies Romans Magnified by David Long & Daniel Spacek Roman Soldiers by Tegen Evans & Tom Froese A Roman Adventure (The Histronauts) by Frances Durkin & Grace Cooke	Marcy and the Riddle of the Sphinx by Joe Todd Stanton Cinderella of the Nile by Beverley Naidoo The Boy Who Stole the Pharaoh's Lunch by Karen McCombie Meet the Ancient Egyptians by James Davies So You Think You've Got It Bad: A Kid's Life in Ancient Egypt by Chae Strathie Mummies Unwrapped by Tom Froese	I am a Jigsaw: Puzzling Poems to Baffle your Brain by Roger Stevens I Don't Like Poetry by Joshua Seigal Apes to Zebras: An A-Z of Shape Poems by Roger Stevens, Liz Brownlee & Sue Hardy-Dawson	Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart & Joe Todd Stanton King of the Cloud Forests by Michael Morpurgo Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassany Earth's Incredible Places: Everest by Sangma Francis & Lisk Feng Himalaya by Soledad Romero Marino & Maria Beorlegi	Roald Dahl series
Writing outcome/purpose	Fiction – Setting: Describe one of the scenes/locations from Journey. Writing to entertain Fiction – Stories: Write the narrative to fit the images from Journey. Writing to entertain	Non-fiction – Explanation: How to be a Roman soldier. Writing to inform. Non-fiction – Recount: A day in the life of a Roman soldier. Writing to inform.	Non-fiction – Letter: Letter of complaint to the postal service. Writing to inform. Non-fiction - Newspaper article: Report on Flat Stanley saving the scrolls. Writing to inform.	Non-fiction – Explanation: How to be an embalmer. Writing to inform. Fiction – Poetry: Write a poem based on From a Railway Carriage (From the River Nile). Writing to entertain.	Non-fiction – Letter/poster: Save the Yetis. Writing to persuade. Fiction – Poetry: Write a poem about a mountain based on Mountain Peak Harriet Earis. Writing to entertain	Fiction – Stories: Writing a mountain adventure story. Writing to entertain. Fiction – Characters/Settings: Write a play script of a scene from the BFG. Writing to entertain.
Punctuation	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1)	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1)	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1) Inverted commas to punctuate direct speech.	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1)	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1)	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1) Inverted commas to punctuate direct speech.

Curriculum Overview: Blackboys CEP English writing cycle A

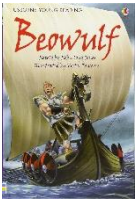

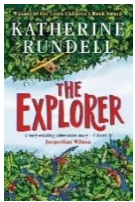
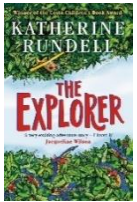
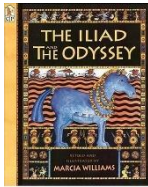
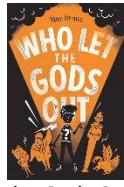


Grammar	<p>Consistent use of present and past tense (KS1)</p> <p>Progressive form (KS1)</p> <p>Subordination and coordination (KS1)</p> <p>Expanded noun phrases (KS1)</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Consistent use of present and past tense (KS1)</p> <p>Progressive form (KS1)</p> <p>Subordination and coordination (KS1)</p> <p>Expanded noun phrases (KS1)</p> <p>Introduction to paragraphs</p> <p>Heading and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Consistent use of present and past tense (KS1)</p> <p>Progressive form (KS1)</p> <p>Subordination and coordination (KS1)</p> <p>Expanded noun phrases (KS1)</p> <p>Use of the present perfect</p> <p>Introduction to paragraphs</p> <p>Heading and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Use of the present perfect</p> <p>Introduction to paragraphs</p> <p>Heading and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Use of the present perfect</p> <p>Introduction to paragraphs</p> <p>Heading and sub-headings to aid presentation</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Use of the present perfect</p> <p>Introduction to paragraphs</p> <p>Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>
---------	---	---	---	--	--	--

Composition	<p>Plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <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] <p>evaluate and edit by:</p> <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.
-------------	---

full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, suffix, prefix, word, phrase, clause, main clause, subordinate clause, noun, noun phrase, verb, adjective, adverb, pronoun, possessive pronoun, adverbial, subject, verb, object, singular, plural, sentence, punctuation, statement, question, exclamation, command, compound, tense, apostrophe, direct speech, consonant, vowel, inverted commas

Year 4 / 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	 <p>Beowulf by Rob Lloyd Jones</p>	 <p>Viking Boy by Tony Bradman</p>	 <p>The Explorer by Katherine Rundell</p>	 <p>The Explorer by Katherine Rundell</p>	 <p>The Iliad and the Odyssey by Marcia Williams</p>	 <p>Who Let the Gods Out? By Maz Evans</p>

Curriculum Overview: Blackboys CEP English writing cycle A



Supplementary texts	<p>Winter of the Wolves by Tony Bradman The King Who Threw Away His Throne by Terry Deary The Princess Who Hid in a Tree by Jackie Holderness & Alan Marks</p>	<p>Viking Tales: The Battle for the Viking Gold by Terry Deary & Helen Flook How to Be a Hero by Cat Weldon & Katie Kear Arthur and the Golden Rope Joe Todd Stanton So You Think You've Got It Bad? A Kid's Life as a Viking by Chae Strathie & Marisa Morea What It Was Like to be a Viking by David Long & Stefano Tambellini</p>	<p>The Secret Explorers and the Rainforest Rangers by Sj King My Name is River by Emma Rea The Wind in the Willows by Kenneth Grahame A River by Marc Martin</p>	<p>The Rhythm of the Rain by Grahame Baker-Smith Amazon River by Sangma Francis & Romolo D'Hipolito The River that Flows Beside Me by Charlotte Guillain & Jo Empson</p>	<p>Mark of the Cyclops by Saviour Pirotta & Freya Hartas Beasts of Olympus: Beast Keeper by Lucy Coats & David Roberts Icarus Was Ridiculous by Pamela Butchart & Thomas Flintham Leo and the Gorgon's Curse by Joe Todd Stanton</p>	<p>Greek Heroes: Top Ten Myths and Legends! By Marcia Williams The Ancient Olympic Games by Jhonny Núñez So You Think You've Got it Bad? By Chae Strathie</p>
Writing outcome/purpose	<p>Non-fiction - Recount: Write a recount of a battle with Grendel. Writing to inform (LKS2)</p> <p>Fiction – Stories: Write a story of their own hero defeating a beast. Writing to entertain (LKS2)</p>	<p>Fiction – Narrative: Write a Viking battle story. Writing to entertain (UKS2)</p> <p>Non-fiction - Speech: Write a persuasive speech before the final battle. Writing to persuade (UKS2)</p>	<p>Non-Fiction- Non chronological report: Write a report about the Amazon. Writing to inform (UKS2)</p> <p>Fiction – Poetry: Write a river poem. Writing to entertain (UKS2)</p>	<p>Fiction – Description: Write a setting description of the Amazon rainforest. Writing to entertain (UKS2)</p> <p>Non-fiction – Balanced Argument: Should Fred tell people about the 'lost city'? Writing to discuss (UKS2)</p>	<p>Fiction – Stories: Write their own Odyssey story. Writing to entertain (LKS2)</p> <p>Non-Fiction – Biography: Write a biography about a famous Greek figure. Writing to inform (UKS2)</p>	<p>Non-fiction – Letter writing: Writing a persuasive letter to Zeus to ask for his help. Writing to persuade (LKS2)</p> <p>Non-fiction – Newspaper Article: Write a newspaper report about the events that happen in 'Who Let the Gods Out?' Writing to inform (UKS2)</p>
Punctuation	<p>Four main punctuation marks (KS1) Commas to separate items in a list (KS1) Apostrophes for contractions (KS1) Direct speech punctuation including comma after reporting clause Commas after fronted adverbials</p>	<p>Four main punctuation marks (KS1) Commas to separate items in a list (KS1) Apostrophes for contractions (KS1) Bullet points Brackets/dashes/commas ? ! for rhetorical/exclamatory sentences Commas after fronted adverbials Commas to mark subordinate clauses Apostrophes for singular and plural possession</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Direct speech punctuation including comma after reporting clause Commas to mark relative clauses Brackets/dashes/commas Apostrophes for singular and plural possession</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Commas to mark relative clauses Brackets/dashes/commas Commas to clarify meaning or avoid ambiguity Direct speech punctuation including comma after reporting clause</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Commas to mark relative clauses Brackets/dashes/commas Commas to clarify meaning or avoid ambiguity Direct speech punctuation including comma after reporting clause</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Commas to mark relative clauses Brackets/dashes/commas Commas to clarify meaning or avoid ambiguity Direct speech punctuation including comma after reporting clause</p>

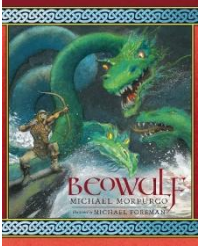

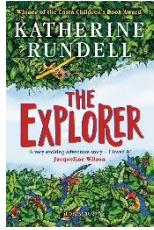
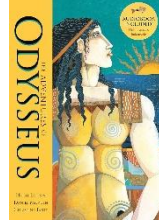
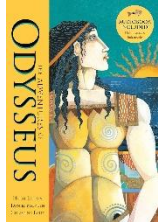
Curriculum Overview: Blackboys CEP English writing cycle A



Grammar	<ul style="list-style-type: none"> • Consistent use of present and past tense (KS1) • Progressive tense (KS1) • Fronted adverbials • Express time, place and cause using conjunctions, adverbs or prepositions • Paragraphs • Present perfect Choice of pronoun/noun 	<ul style="list-style-type: none"> • Consistent use of present and past tense (KS1) Fronted adverbials Subordinate clauses Imperative verbs Rhetorical questions Noun phrases Conjunctions/adverbs/prepositions Headings/sub-headings to aid presentation Choice of pronoun/noun Adverbs/Modal verbs to indicate possibility 	<ul style="list-style-type: none"> Subordinating conjunctions Subordinate clauses Fronted adverbials Relative clauses Choice of pronoun/noun Adverbs/Modal verbs to indicate possibility Headings/sub-headings to aid presentation Noun Phrases 	<ul style="list-style-type: none"> Subordinating conjunctions Subordinate clauses Fronted adverbials Relative clauses Choice of pronoun/noun Adverbs/Modal verbs to indicate possibility Headings/sub-headings to aid presentation Noun Phrases Direct/reported speech 	<ul style="list-style-type: none"> Subordinating conjunctions Subordinate clauses Fronted adverbials Relative clauses Choice of pronoun/noun Adverbs/Modal verbs to indicate possibility Noun Phrases Direct/reported speech 	<ul style="list-style-type: none"> Subordinating conjunctions Subordinate clauses Fronted adverbials Relative clauses Choice of pronoun/noun Adverbs/Modal verbs to indicate possibility Noun Phrases Direct/reported speech
<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <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] <p>evaluate and edit by:</p> <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 <ul style="list-style-type: none"> • 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. 						
<p>full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, suffix, prefix, word, phrase, clause, main clause, subordinate clause, noun, noun phrase, verb, adjective, adverb, pronoun, possessive pronoun, adverbial, subject, verb, object, singular, plural, sentence, punctuation, statement, question, exclamation, command, compound, tense, apostrophe, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>						
Year 5/6						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

Curriculum Overview: Blackboys CEP English writing cycle A



Text	 <p>Beowulf by Michael Morpurgo</p>	 <p>Viking Boy by Tony Bradman</p>	<p>River Poems: The River by Valerie Bloom River Journey by Moira Andrew Life is Like A River by Kathy Coleman Jones Whitewater by ?</p>	 <p>The Explorer by Katherine Rundell</p>	 <p>The Adventures of Odysseus by Hugh Lupton</p>	 <p>The Adventures of Odysseus by Hugh Lupton</p>
Supplementary texts	<p>Anglo Saxon Boy by Tony Bradman Riddle of the Runes by Janina Ramirez & David Wyatt She Wolf by Dan Smith The 1000 Year Old Boy by Ross Welford</p>	<p>The History Detective Investigates: Anglo-Saxons by Neil Tonge The Vikings: Raiders, Traders and Adventurers! By Marcia Williams Viking Voyagers by Jack Tite</p>	<p>Journey to the River Sea by Eva Ibbotson River Boy by Tim Bowler Song of the Dolphin Boy by Elizabeth Laird The Rhythm of the Rain by Grahame Baker-Smith Journey to the Last River by Unknown Adventurer & Teddy Keen</p>	<p>Fact Planet: Rivers and Coasts by Izzi Howell Rivers by Simon Chapman Great Rivers of the World by Volker Mehner Where on Earth? Rivers by Susie Brooks</p>	<p>Greek Myths and Legends by Gilly Cooper & Nick Saunders Greek Myths by Marcia Williams The Iliad and the Odyssey by Marcia Williams Who Let the Gods Out? By Maz Evans Percy Jackson and the Lightning Thief by Rick Riordan Leo and the Gorgon's Curse by Joe Todd Stanton</p>	<p>So You Think You've Got it Bad? By Chae Strathie Usborne Encyclopaedia of Ancient Greece Greeks by S.Peach & A. Millard Ancient Greece by Peter Connolly See Inside Ancient Greece by Rob Lloyd Jones</p>
Writing outcome/purpose	<p>Non Fiction – Job advert: Write an advert for a Viking hero to save Hrothgar's kingdom. Writing to persuade.</p> <p>Fiction – narrative: action scene of the fight between Beowulf and Grendel. Writing to entertain.</p>	<p>Non Fiction – Newspaper report: reporting on the attack on Gunnar's village. Writing to inform.</p> <p>Fiction – Narrative: Write the ending (final battle) to Viking Boy. Writing to entertain.</p>	<p>Fiction – Poetry: river poems. Writing to entertain.</p> <p>Fiction – Description: Describing a river setting. Writing to entertain.</p>	<p>Non Fiction – Recount: Making and tasting 'jungle pancakes'. Writing to inform.</p> <p>Fiction – narrative: write your own survival story. Writing to entertain.</p>	<p>Non Fiction – Speech: Write and perform a speech as one of Penelope's suitors. Writing to persuade.</p> <p>Y5 book study – Kensuke's Kingdom</p>	<p>Fiction – narrative: Write own Odyssey story. Writing to entertain.</p>
Punctuation	<ul style="list-style-type: none"> Use commas after fronted adverbials and subordinate clauses (LKS2) Use of apostrophes for possession, including plurals (LKS2) Use of paragraphs (LKS2) Use inverted 	<ul style="list-style-type: none"> Use commas after fronted adverbials and subordinate clauses (LKS2) Use of apostrophes for possession, including plurals (LKS2) Use of paragraphs (LKS2) Use inverted commas for direct speech (LKS2) 	<ul style="list-style-type: none"> Brackets/dashes Commas to mark clauses Colons/semi colons to mark clauses 	<ul style="list-style-type: none"> Brackets/dashes Commas to mark clauses Colons/semi colons to mark clauses Use inverted commas for direct speech (LKS2) 	<ul style="list-style-type: none"> ? ! for rhetorical/exclamatory sentences. Brackets/dashes for parenthesis, including emphasis. Semi-colons for structure repetition. 	<ul style="list-style-type: none"> Brackets/dashes/commas Colons to add further detail Semi-colons to join related clauses Use inverted commas for direct speech (LKS2)

Curriculum Overview: Blackboys CEP English writing cycle A



	<p>commas for direct speech (LKS2)</p> <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis or to emphasise/explain additional information. • Bullet points • Colons to introduce list • ? ! for rhetorical/exclamatory sentences • Hyphens 	<ul style="list-style-type: none"> • Brackets/dashes • Commas to mark clauses • Colons/semi colons to mark clauses 				
Grammar	<ul style="list-style-type: none"> • Subordinating conjunctions • Fronted adverbials (LKS2) • Expanded noun phrases (LKS2) • Subordinate clauses • Subordinating conjunctions • Imperative/modal verbs <ul style="list-style-type: none"> • Subjunctive form 	<ul style="list-style-type: none"> • Fronted adverbials (LKS2) • Subordinate clauses • Relative clauses • Passive voice • Subordinating conjunctions <ul style="list-style-type: none"> • Direct/reported speech 	<ul style="list-style-type: none"> • Subordinate clauses • Relative clauses • Passive voice • Subordinating conjunctions 	<ul style="list-style-type: none"> • Subordinate clauses • Relative clauses • Passive voice <ul style="list-style-type: none"> • Subordinating conjunctions 	<ul style="list-style-type: none"> • Imperative/modal verbs • Adverbials • Subjunctive form. 	<ul style="list-style-type: none"> • Subordinate clauses • Relative clauses • Formal/informal speech
Composition	<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 <p>Draft and write by:</p> <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 • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <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 <p>proof-read for spelling and punctuation errors</p>					

Curriculum Overview: Blackboys CEP English writing cycle A



full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, word family, word, phrase, clause, main clause, subordinate clause, relative clause, determiner, noun, verb, adjective, pronoun, possessive pronoun, relative pronoun, adverbial, subject, verb, object, cohesion / cohesive devices, ambiguity, formal and informal, synonym, antonym, ellipsis, active, passive, colon, semi-colon, bullet point, modal verb, parenthesis