

Curriculum Overview: Blackboys CEP English writing cycle C



Year 4 / 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	 <p>Stone Age Boy by Satoshi Kitamura</p>	 <p>Stig of the Dump by Clive King</p>	 <p>The Mousehole Cat by Antonia Barber and Storm by Kevin Crossley Holland</p>	 <p>Running Wild by Michael Morpurgo</p>	 <p>Letters From the Lighthouse by Emma Carroll</p>	 <p>The Lion and the Unicorn by Shirley Hughes</p>
Supplementary texts	<p>Ug by Raymond Briggs The Wild Way Home by Sophie Kirtley Wolf Brother by Michelle Paver</p>	<p>The Secrets of Stonehenge by Mick Manning & Brita Granström 24 Hours in the Stone Age by Lan Cook & Laurent Kling Live Like a Hunter Gatherer by Naomi Walmsley Savage Stone Age by Terry Deary Everything Stone Age to Iron Age (National Geographic) Stone Age Beasts by Ben Lerwill Stone Age to Iron Age by Clare Hibbert</p>	<p>A Bear Grylls Adventure: The Blizzard Challenge by Bear Grylls & Emma McCann Hurricane Betsey by Malorie Blackman Flooded by Mariajo Ilustrajo Swimming Against the Storm by Jess Butterworth The Mountain Rescue Dog by Juliette Forrest</p>	<p>Earth Shattering Events by Sophie Williams & Robin Jacobs Wild Weather by Liz Gogerly & Miguel Sanchez DK Eyewitness Natural Disasters The Big Picture Extreme Earth by Jon Richards Everything Volcanoes and Earthquakes (National Geographic) by Kathy Furgang Look Inside Volcanoes and Earthquakes by Emily Bone</p>	<p>Mohinder's War by Bali Rai Operation Banana by Tony Bradman & Tania Rex Wings of Glory by Dermot O'Leary & Claire Powell Digging for Victory by Cathy Faulkner Peter in Peril by Helen Bate Tail-End Charlie by Mick Manning</p>	<p>Woeful Second World War by Terry Deary See Inside the Second World War by Rob Lloyd Jones You Wouldn't Want to be a Second World War Evacuee by Simon Smith Blitzed Brits by Terry Deary</p>
Writing outcome/purpose	<p>Non-fiction – Report: Writing a non-chronological report on Om's life in the Stone Age. Writing to inform (UKS2)</p> <p>Fiction – Stories: Writing a time slip story about a chosen time period. Writing to entertain (LKS2)</p>	<p>Fiction – Narrative: Writing a prequel to Stig of the Dump – How did Stig get there? Writing to entertain (UKS2)</p> <p>Non-fiction – Speech: Writing a speech to inspire Stig's people. Writing to persuade (LKS2)</p>	<p>Fiction – Settings: Writing a setting description inspired by the Mousehole Cat. Writing to entertain (LKS2)</p> <p>Fiction – Stories: Writing a mystery story using the weather to create suspense. Writing to entertain (LKS2)</p>	<p>Non-Fiction- Advertising: Persuade people to come and visit Indonesia, including a poster and speaking and listening. Writing to persuade (UKS2)</p> <p>Non-Fiction – Review: Writing a review of their trip to Indonesia. Writing to discuss (UKS2)</p>	<p>Fiction – Description: Write a description of London during the Blitz. Writing to entertain (LKS2)</p> <p>Non-fiction- Letter writing: In role as an evacuee, write a letter home. Writing to inform (LKS2)</p>	<p>Fiction – Characters: Write a character based narrative inspired by the Lion and the Unicorn. Writing to entertain (UKS2)</p> <p>Non-Fiction – Recount: Writing as Lenny explaining to his mum what has happened. Writing to Inform (UKS2)</p>

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Punctuation	<p>Four main punctuation marks (KS1)</p> <p>Commas to separate items in a list (KS1)</p> <p>Apostrophes for contractions (KS1)</p> <p>Direct speech punctuation including comma after reporting clause</p> <p>Commas after fronted adverbials</p>	<p>Four main punctuation marks (KS1)</p> <p>Commas to separate items in a list (KS1)</p> <p>Apostrophes for contractions (KS1)</p> <p>Bullet points</p> <p>Brackets/dashes/commas</p> <p>? ! for rhetorical/exclamatory sentences</p> <p>Commas after fronted adverbials</p> <p>Commas to mark subordinate clauses</p> <p>Apostrophes for singular and plural possession</p>	<p>Commas after fronted adverbials</p> <p>Commas to mark subordinate clauses</p> <p>Direct speech punctuation including comma after reporting clause</p> <p>Commas to mark relative clauses</p> <p>Brackets/dashes/commas</p> <p>Apostrophes for singular and plural possession</p>	<p>Commas after fronted adverbials</p> <p>Commas to mark subordinate clauses</p> <p>Commas to mark relative clauses</p> <p>Brackets/dashes/commas</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Direct speech punctuation including comma after reporting clause</p>	<p>Commas after fronted adverbials</p> <p>Commas to mark subordinate clauses</p> <p>Commas to mark relative clauses</p> <p>Brackets/dashes/commas</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Direct speech punctuation including comma after reporting clause</p>	<p>Commas after fronted adverbials</p> <p>Commas to mark subordinate clauses</p> <p>Commas to mark relative clauses</p> <p>Brackets/dashes/commas</p> <p>Commas to clarify meaning or avoid ambiguity</p> <p>Direct speech punctuation including comma after reporting clause</p>
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 	<p>Subordinating conjunctions</p> <p>Subordinate clauses</p> <p>Fronted adverbials</p> <p>Relative clauses</p> <p>Choice of pronoun/noun</p> <p>Adverbs/Modal verbs to indicate possibility</p> <p>Headings/sub-headings to aid presentation</p> <p>Noun Phrases</p>	<p>Subordinating conjunctions</p> <p>Subordinate clauses</p> <p>Fronted adverbials</p> <p>Relative clauses</p> <p>Choice of pronoun/noun</p> <p>Adverbs/Modal verbs to indicate possibility</p> <p>Headings/sub-headings to aid presentation</p> <p>Noun Phrases</p> <p>Direct/reported speech</p>	<p>Subordinating conjunctions</p> <p>Subordinate clauses</p> <p>Fronted adverbials</p> <p>Relative clauses</p> <p>Choice of pronoun/noun</p> <p>Adverbs/Modal verbs to indicate possibility</p> <p>Noun Phrases</p> <p>Direct/reported speech</p>	<p>Subordinating conjunctions</p> <p>Subordinate clauses</p> <p>Fronted adverbials</p> <p>Relative clauses</p> <p>Choice of pronoun/noun</p> <p>Adverbs/Modal verbs to indicate possibility</p> <p>Noun Phrases</p> <p>Direct/reported speech</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. 					
<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>						

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Year 5/6

		Year 5/6					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text		 Stone Age Boy by Satoshi Kitamura	 Stig of the Dump by Clive King	 Escape from Pompeii by Christina Balit	 Survivors: Extraordinary Tales from the Wild and Beyond by David Long	 Goodnight Mr Tom by Michelle Magorian	 Goodnight Mr Tom by Michelle Magorian
Supplementary texts.		Ug by Raymond Briggs The Wild Way Home by Sophie Kirtley Wolf Brother by Michelle Paver	The Secrets of Stonehenge by Mick Manning & Brita Granström 24 Hours in the Stone Age by Lan Cook & Laurent Kling Live Like a Hunter Gatherer by Naomi Walmsley Savage Stone Age by Terry Deary Everything Stone Age to Iron Age (National Geographic) Stone Age Beasts by Ben Lerwill Stone Age to Iron Age by Clare Hibbert	Into the Volcano by Jess Butterworth Wilderness Wars by Barbara Henderson The Somerset Tsunami by Emma Carroll Stranded!: A Mostly True Story from Iceland by Ævar Þór Benediktsson	Earth Shattering Events by Sophie Williams & Robin Jacobs Wild Weather by Liz Gogerly & Miguel Sanchez DK Eyewitness Natural Disasters The Big Picture Extreme Earth by Jon Richards Everything Volcanoes and Earthquakes (National Geographic) by Kathy Furgang Look Inside Volcanoes and Earthquakes by Emily Bone	The Buried Crown by Ally Sherrick The Valley of Lost Secrets by Lesley Parr Letters from the Lighthouse by Emma Carroll When the Sky Falls by Phil Earle When Hitler Stole Pink Rabbit by Judith Kerr Rose Blanche by Ian McEwan & Roberto Innocenti My Secret War Diary by Marcia Williams Digging for Victory by Cathy Faulkner What Rosa Brought by Jacob Sager Weinstein & Eliza Wheeler	Woeful Second World War by Terry Deary Skyward: The Story of Female Pilots in WW2 by Sally Deng Tales of World War II: Amazing True Stories from the War that Shook the World by Hattie Hearn & Margarida Esteves Usborne True Stories D-Day by Henry Brook The Second World War, Usborne History of Britain Blitzed Brits by Terry Deary
Writing outcome/purpose.		Fiction – Setting: contrast between the cave and outside when the main character wakes up. Writing to entertain. Fiction – Narrative writing. Write your own timeslip story. Writing to entertain.	Fiction – Character writing: create a ‘dating profile’ for Stig. Writing to entertain. Non Fiction – Discussion writing: should Fox Hunting be banned? Writing to discuss.	Fiction – setting description. Use the book to write a description of Pompeii. Writing to entertain. Non Fiction – Newspaper article: eruption of Pompeii. Writing to inform.	Fiction – Narrative writing. Action scene from one of the survival stories. Writing to entertain. Non Fiction – Review: Write a review of the airline from the Juliane Koepcke story. Writing to discuss.	Non Fiction – advertising/campaign: Convince families to evacuate children. Writing to persuade. Y5 book study – Kensuke’s Kingdom	Fiction – Narrative writing: William’s arrival in Little Weirwold. Writing to entertain.

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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 commas for direct speech (LKS2) <ul style="list-style-type: none"> • Use brackets, dashes or commas to indicate parenthesis or to emphasise additional information. • Use of bullet points. 	<ul style="list-style-type: none"> • Use commas after fronted adverbials and subordinate clauses (LKS2) • Use of paragraphs (LKS2) • Brackets/dashes • Use semi-colons to join related clauses. • Use colons to add further detail in a new clause. • Commas to mark clauses • Use of apostrophes. • Bullet points 	<ul style="list-style-type: none"> • Use colons to introduce a list. • Use semi-colons to punctuate complex lists. • Brackets/dashes • Commas to mark clauses • Bullet points 	<ul style="list-style-type: none"> • Use semi-colons to join related clauses. • Use colons to add further detail in a new clause. • Use commas to clarify meaning or avoid ambiguity. • Brackets/dashes • Use inverted commas 	<ul style="list-style-type: none"> • ? ! for rhetorical/exclamatory sentences • Brackets/dashes • Semi-colons for structure repetition 	<ul style="list-style-type: none"> • Use semi-colons to join related clauses. • Use colons to add further detail in a new clause. • Use commas to clarify meaning or avoid ambiguity. • Brackets/dashes • Inverted commas • Commas to mark clauses
Grammar	<ul style="list-style-type: none"> • Fronted adverbials (LKS2) • Expanded noun phrases (LKS2) • Subordinate clauses • Subordinating conjunctions • Formal/informal speech structures 	<ul style="list-style-type: none"> • Relative clauses (LKS2) • Subordinate clauses (LKS2) • Modal verbs/adverbs to indicate degree of possibility • Adverbials • Passive voice 	<ul style="list-style-type: none"> • Use subordinating conjunctions • Passive voice • subjunctive form • relative clauses • subordinate clauses 	<ul style="list-style-type: none"> • subordinate clauses • relative clauses • Modal verbs/adverbs to indicate degree of possibility • Adverbials • Passive voice • Imperative verbs 	<ul style="list-style-type: none"> • Imperative/modal verbs • Adverbials • Subjunctive form 	<p>direct and indirect speech</p> <ul style="list-style-type: none"> • subordinate clauses • Formal/informal speech structures relative clauses
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 • proof-read for spelling and punctuation errors 					

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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