

Pirbright Village Primary School

Coverage in English Writing



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
	Pete the Cat, Rockin' in my school shoes - James Dean (To support transition into school) Elmer - David McKee (to support individuality) The Jolly Postman - Janet and Allen Ahlberg (function and purpose of a letter in Topic - jourbney of a letter) The Jolly Christmas Postman - Janet and Allan Ahlberg - (Christmas)		Information text on The Polar Regions- nonfiction text vocabulary. Jack and The Beanstalk (Traditional Tale Unit) Little Red Riding Hood (Traditional Tale Unit) The Gingerbread Man (Traditional Tale Unit) The Three Little Pigs (Traditional Tale Unit)		Bog Baby- Jeanne Willis The Tiger Who came To Tea- Judith Kerr	
YEAR 1						
Topic	Earth, Wind & Fire		Far, Far Away		Nurturing Nature	
Writing	Leave spaces between words Join words and clauses using and Begin to punctuate sentences using a capital letter and a full stop Begin to use other punctuation such as question mark or exclamation mark Begin using a capital letter for names and use the personal pronoun 'I' Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Edit and improve writing					
Texts studied	Traditional Tales (various) Here We Are- Oliver Jeffers Great Fire of London – Emma Adams		Journey – Aaron Becker Beegu- Alexis Deacon The Smeds and the Smoos- Julia Donaldson;		Oliver's Vegetables- Alison Bartlett Plants- Non-fiction text The Mixed-up Chameleon- Eric Carle	
Guided Reading	Little Wandle Phonic matched books (reading practise sessions)	Little Wandle Phonic matched books (reading practise sessions)	Little Wandle Phonic matched books (reading practise sessions)	Little Wandle Phonic matched books (reading practise sessions)	Little Wandle Phonic matched books (reading practise sessions)	Little Wandle Phonic matched books (reading practise sessions)
YEAR 2						
Topic	Passport to the World		Living, Dead and Never Been Alive		Victorians	

Write sentences by:

- (Planning and) saying out loud what they are going to write about

Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others, both real and fictional
- Writing about real events
- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- Writing down ideas and/or key words
- Encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- 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 e.g. ends of sentences punctuated correctly

Read aloud what they have written with appropriate intonation (and controlling the tone and volume) to make the meaning clear

- Develop their understanding of the concept set out in Appendix 2 by:
- Learning how to use familiar and new punctuation correctly (see Appendix 2) including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular
- Learn how to use:
- Sentences with different forms: statements, question, exclamation, command
- Expanded noun phrases to describe and specify e.g. the blue butterfly
- The present and past tenses correctly and consistently including the progressive form
- Subordination, using when, if, that or because, and co-ordination using or, and or but
- Some features of Standard English
- Suffixes to form nouns (e.g. -ness, -er)
- Use (and understand) the grammatical terminology in Appendix 2 in discussing their writing (and reading)

Texts studied	Grandpa Chatterji by Jamila Gavin Diary of a Wombat by Jackie French Lila and the Secret of Rain by David Conway Mr Elephant's Rio tour by Janie Dullard	The Secret Dinosaur – N. S. Blackman Stone girl, Bone Girl- Laurence Anholt Caterpillar Shoes – Literacy shed clip	Queen Victoria's Bathing Machine by Gloria Whelan Something Fishy – Literacy shed video
Guided Reading	Little Wandle Phonic matched books (reading practise sessions)	The Owl Who Was Afraid of the Dark- Jill Tomlinson	The Hodgeheg- Dick King-Smith

YEAR 3

Topic	Clubs and Cavemen	Exhilarating Egyptians	Engaging Environments
	<p>Read aloud what they have written with appropriate intonation (and controlling the tone and volume) to make the meaning clear</p> <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 (see Appendix 2) • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices e.g. 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 (and to enhance effects and clarify meaning) <p>Proof-read for spelling and punctuation errors</p> <p>Develop their understanding of the concept set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for Years 3 & 4 in Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech <p>Use (and understand) the grammatical terminology in Appendix 2 in discussing their writing (and reading)</p>		
Texts studied	<p>How to Wash a Woolly Mammoth - Michelle Robinson Stone Age- non-fiction text Stone Age Boy – Satoshi Kitamura The Stolen Spear- Saviour Pirotta</p>	<p>The Pyramids – Literacy Shed visual Flat Stanley and the Great Egyptian Grave Robbery- Jeff Brown The Story of Tutankhamun- Patricia Cleveland-Peck</p>	<p>Window by Jeannie Baker The Promise by Nicola Davies & Laura Carlin Little Wolf's Big Book of Badness by Ian Whybrow</p>

Guided Reading	The Legend of Spud Murphy by Eoin Colfer	Diary of a Killer Cat – Anne Fine	James and the Giant Peach- Roald Dahl		
YEAR 4					
Topic	Cracking Contraptions	Extreme Earth	Are All Animals the Same?	Myths & Legends	Should We Thank The Romans For Invading Britain?
<p>Read aloud what they have written with appropriate intonation (and controlling the tone and volume) to make the meaning clear</p> <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 (see Appendix 2) • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices e.g. 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 (and to enhance effects and clarify meaning) • Proof-read for spelling and punctuation errors <p>Develop their understanding of the concept set out in Appendix 2 by:</p> <ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials • Learning the grammar for Years 3 & 4 in Appendix 2 <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicating possession by using the possessive apostrophe with plural nouns • Using and punctuating direct speech <p>Use (and understand) the grammatical terminology in Appendix 2 in discussing their writing (and reading)</p>					

Texts studied	Snoozatron- visual text Wallace & Gromit Cracking Contraptions by Derek Smith The Firework Maker's Daughter by Philip Pullman	Usborne book of Greek Myths – Pandora's Box & The Labors of Heracles Krindlekrax by Phillip Ridley	Listen: How Evelyn Glennie, a deaf girl, changed percussion – Shannon Stocker Roman Soldiers- NCR Romeo and Juliet by William Shakespeare Henry V by William Shakespeare
Guided Reading	The Lion, the Witch and the Wardrobe- C.S.Lewis	Who Let the Gods Out - Max Evans	Queen of Darkness by Tony Bradman

YEAR 5

Topic	To Infinity and Beyond	In Your Imagination	Journey Around the World	The Diversity of Life	Raiders & Invaders
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	<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"> In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 e.g. headings, bullet points, underling <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 (and to enhance effects and clarify meaning) <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p>Develop their understanding of the concept set out in Appendix 2 by:</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentences Using the perfect form of verbs to mark relationships of time and cause Using expanded noun phrases to convey complicated information concisely Using modal verbs or adverbs to indicate degrees of possibility Using relative clauses beginning with who, which, where, when, whose, that or with an implied i.e. omitted relative pronoun Learning the grammar for Years 5 & 6 in Appendix 2 				
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	Indicate grammatical and other features by: <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using hyphens to avoid ambiguity Using brackets, dashes or commas to indicate parenthesis 				
Texts studied	Cosmic – Frank Cottrell-Boyce Pandora (Litshed)	Harry Potter and the Philosopher's Stone – J.K Rowling	Kensuke's Kingdom – Michael Morpurgo	The Arrival- Shaun Tan	Beowulf by Michael Morpurgo The Highwayman – Alfred Noyes
Guided Reading	Cosmic – Frank Cottrell-Boyce	Harry Potter and the Philosopher's Stone – J.K Rowling	Kensuke's Kingdom – Michael Morpurgo	The Arrival- Shaun Tan	Beowulf by Michael Morpurgo
YEAR 6					
Topic	To be a child in WWII		Marvellous Me		Visit to Central & South America
	Plan their writing by: <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 Draft and write by: <ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 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 e.g. headings, bullet points, underling Evaluate and edit by: <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 (and to enhance effects and clarify meaning) Proof-read for spelling and punctuation errors <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> Develop their understanding of the concept set out in Appendix 2 by: <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Using passive verbs to affect the presentation of information in a sentences 				

- Using the perfect form of verbs to mark relationships of time and cause
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied i.e. omitted relative pronoun
- Learning the grammar for Years 5 & 6 in [Appendix 2](#)

Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using brackets, dashes or commas to indicate parenthesis

Texts studied	Letters from the Lighthouse- Emma Carroll	Holes- Louis Sachar Wayside School- Louis Sachar	The Hobbit- JRR Tolkien The Explorer- Katherine Rundell Macbeth- William Shakespeare
Guided Reading	Letters from the Lighthouse- Emma Carroll	Holes- Louis Sachar	The Explorer- Katherine Rundell