

Roxbourne Primary School Writing Curriculum



Year Group		HT1	HT2	HT3	HT4	HT5	HT6
N	Genre	Mark making	Mark making	Mark making	1. Lists 2. Labels and Captions	1. Lists 2. Labels and Captions	1. Lists 2. Labels and Captions
	R	Attribute meaning to marks. To begin to recognise and form letters.	1. Labels and captions 2. Lists/Instructions 3. Letter	1. Narrative (Sequencing) 2. Narrative (Character description) 3. Narrative (Setting description)	1. Narrative 2. Diary entry (Capital letters) 3. Narratives (Phrases)	1. Narrative (Hold a sentence) 2. Narrative (Finger spaces) 3. Narrative (Full stops)	1. First person Narrative (Innovate) 2. Recount 3. Fact file
Year 1	Purpose	Inform/Entertain	Entertain	Inform	Inform/Entertain	Inform	Entertain
	Genre	1. Instructions linked to road safety 2. Character description based on 'King of the Swamp'	1. Narrative based on 'Lost in the Toy Museum' 2. Description of a toy museum 3. Narrative based on 'Brown Paper Bear'	1. Diary entry linked to 'Mr Grumpy's Motor Car' 2. Instructions on 'How to Make a Jam Sandwich'	1. Letter from one character to another based on 'The Man on the Moon' 2. Narrative based on 'The Man on the Moon' with a different character	1. Diary based on 'Small Knight and George' 2. Recount on 'Small Knight and George'	1. Story based on 'The Singing Mermaid' 2. Acrostic Poems
	Grammar	1. Use capital letters and full stops 2. Identify a noun, adjective and verb 3. How words can combine to make sentences	1. Sequence sentences to form short narratives 2. Using 'and' to join sentences 3. Adding -s or -es to create plural nouns	1. To use exclamation marks 2. To use question marks 3. Adding suffixes without changing the root word including -ing, -ed, est	1. Using full stops, exclamation marks and question marks 2. Adding the prefix -un 3. Continuing to join simple sentences using 'and'	1. Consolidate grammar learnt throughout the year	1. Consolidate grammar learnt throughout the year
Year 2	Purpose	Entertain	Inform	Inform	Entertain	Inform	Entertain
	Genre	1. Character description on one of Henry VIII's wives 2. Narrative based on 'The Queen's Hat'	1. Diary entry as a character living during the 'Great Fire of London' 2. Recount of our trip to Monument/Tower of London	1. Non Chronological Report 2. Letter	1. Narrative based on 'Little Red Riding Hood' 2. Rhyming poem for Little Red Riding Hood	1. Diary Entry Rosa Parks 2. Recount of Nelson Mandela's life	1. Setting description of Kenya Village 2. Story based in Kenya
	Grammar	1. To consolidate grammar learnt in Year 1 including demarcation, conjunctions, prefixes and suffixes 2. Using a variety of punctuation to demarcate sentences (?, !, .)	1. Begin to use some co-ordination to join clauses (but/or/and/so) 2. Begin to use some subordination (when/if/that/because) 2. Form adjectives using suffixes such as -ful, -less	1. Commas to separate items in a list 2. To identify between the past and present tense	1. Use the progressive form of verbs e.g. she was walking 2. Expanded noun phrases for description and specification e.g. the blue butterfly	1. Use apostrophes where letters are missing in singular possession of nouns e.g. the girl's 2. Expanded noun phrases for description and specification e.g. the blue butterfly	1. Consolidate grammar learnt throughout the year
	Alan Peat Sentences	1. Sentence type: BOYS Example: The pancakes were yummy but I was full up.	1. Sentence type: BOYS Example: The pancakes were yummy but I was full up.	1. Sentence type: List sentences Example: It was a long, dark, scary road.	1. Sentence type: 2A sentences Example: I saw a purple, spotty dragon!	1. Sentence type: 2A sentences Example: I saw a purple, spotty dragon!	1. Sentence type: BOYS Example: The pancakes were yummy but I was full up. 2. Sentence type: List sentences Example: It was a long, dark, scary road.
Year 3	Purpose	Entertain/Inform	Inform	Entertain	Inform	Persuade	Entertain
	Genre	1. Recount the story of 'Ug: Boy Genius of the Stone Age' 2. Narrative based on 'Stone Age Boy'	1. Non-chronological report linked to areas in the UK 2. Diary based on Mary Anning's 'Jurassic Discovery'	1. Description of an Egyptian setting 2. Narrative based on 'An Egyptian Cinderella'	1. Diary entry based on our trip to the British Museum 2. Non-chronological report linked to Light and Shadows	1. Persuasive letter to Mr. Benserghin 2. Persuasive speech to Year 2 to join our residential	1. Narrative linked to 'The Queen of Flowers' 2. Poetry based on 'The Magic Box'
	Grammar	1. To consolidate grammar learnt in Year 2 including demarcation and possessive apostrophe for singular plurals 2. To recap using co-ordination (but/or/and/so) and subordination (when/if/that/because) (Y2 recap) 3. Using conjunctions, adverbs and prepositions to express time and cause	1. Headings and sub-headings to aid presentation 2. To use the present perfect tense	1. To begin to use inverted commas for dialogue 2. Using conjunctions, adverbs and prepositions to express time and cause	1. Using conjunctions, adverbs and prepositions to express time and cause 2. Introduction to paragraphs as a way to group related material 3. Headings and sub-headings to aid presentation	1. To use the present perfect tense 2. To use possessive apostrophes for singular nouns (Y2 recap)	1. Consolidate grammar learnt throughout the year
	Alan Peat Sentences	Sentence 1: When...sentence Example: When he was running he tripped over the log. Sentence 2: -ing, -ed sentence Example: Walking into the cave, he stopped at the sight of the inviting campfire.	Sentence 1: When...sentence Example: When he was running he tripped over the log. Sentence 2: -ing, -ed sentence Example: Walking into the cave, he stopped at the sight of the inviting campfire.	Speech 1: Example: The boy said, "I'm not afraid." Sentence 2: -ly opener Example: Cautiously, I reached for my sword.	1. Sentence type: When... Example: When the bell rang, the children went outside.	1. Sentence type: When... Example: When the bell rang, the children went outside. 2. Sentence type: Doubly -ly ending Example: He tiptoed quietly and carefully.	1. Sentence type: Speech 2 Example: The boy cried out, "I'm not afraid." 2. Sentence type: Speech 3 Example: The boy called out bravely, "I'm not afraid." 2. Sentence type: -ing, -ed sentence Example: Jumping quickly through the air, she landed on her feet before sprinting away
Year 4	Purpose	Entertain/Inform	Inform	Inform	Persuade	Entertain	Entertain
	Genre	1. Biography on the life of Julius Caesar 2. Narrative based on 'Boudicca's Army'	1. Diary of a child living in Britannia 2. Recount of visiting a Roman forum	1. Letter from a child in the Amazon and in the UK 2. Newspaper article based on endangered species in the Amazon Rainforest	1. Persuasive speech on deforestation in Brazil 2. Persuasive advert for a trip to the Royal Albert Hall	1. Setting description of a Maya temple 2. Narrative based on 'Rain Player'	1. Narrative with a cliffhanger based in the US 2. Free verse poem based in the US
	Grammar	1. To consolidate grammar learnt in Year 3 including a wider range of conjunctions, adverbs, prepositions 2. To use inverted commas and other punctuation for dialogue	1. Indicating possession by using the possessive apostrophe with plural nouns 2. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair	1. To use fronted adverbials 2. To use pronouns to avoid repetition	1. To use pronouns to avoid repetition 2. Indicating possession by using the possessive apostrophe with plural nouns	1. To use inverted commas and other punctuation for dialogue 2. To use fronted adverbials 3. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair	1. Consolidate grammar learnt throughout the year

	Alan Peat Sentences	1. Sentence type: Speech 3 Example: The boy cried bravely, "I'm not afraid."	1. Sentence type: Other hand Example: On the other hand, However, Nonetheless, Nevertheless	1. Sentence type: Other hand Example: On the other hand, However, Nonetheless, Nevertheless	1. Sentence type: If, then 1 Example: If I see a dragon, I will be brave.	1. Sentence type: Emotion word (comma) Example: Desperate, she screamed for help. 2. Sentence type: Speech 4 Example: "I'm not afraid!" the boy called out bravely.	1. Sentence type: The more, the more Example: The more it rained, the more depressed he became.
	Purpose	Entertain	Inform/Entertain	Persuade	Inform	Entertain	Inform
	Genre	1. Narrative based on 'The Sword in the Stone' 2. Playscript transforming 'The Sword in the Stone' from a story into a play	1. Non-chronological report on Viking life and education 2. Narrative based on 'Thor'	1. Persuasive informal letter to persuade people to visit Asia 2. Persuasive speech on climate change	1. Diary based on a character living in Asia during a natural disaster 2. Newspaper article to report a natural disaster in Asia	1. Setting description of a war-torn city in the Middle East 2. Narrative based on 'Oranges in No Man's Land' with a new character	1. A formal letter to inform based on biome research 2. Biography on David Attenborough
	Grammar	1. To consolidate grammar learnt in Year 4 with a focus on using and punctuating direct speech 2. Dialogue to convey character	1. To use a range of cohesive devices [for example, then, after that, this, firstly] 2. To use modal verbs or adverbs to indicate possibility 3. Dialogue to advance action	1. To use a range of cohesive devices [for example, then, after that, this, firstly] 2. To use relative clauses 3. To use commas to clarify ambiguity	1. To use brackets, commas or dashes for parenthesis 2. To use modal verbs or adverbs to indicate possibility	1. Adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 2. Dialogue to convey character and advance action	1. To consolidate grammar features taught during the year including cohesion, relative clauses and parenthesis 2. Brackets, dashes or commas to indicate parenthesis 3. Linking ideas across paragraphs using adverbials of time [for example, [later], place [for example, nearby] or tense choices [for example,
Year 5	Alan Peat Sentences	1. Sentence type: 3 -ed sentences Example: Frightened, terrified, exhausted, they ran from the creature.	1. Sentence type: Other hand (Y4 consolidation) Example: Dragons are fierce warriors. However, they can be petrified of the smallest creatures.	1. Sentence type: Noun, who/which/where Example: Cakes, which taste great, are unhealthy.	1. Sentence type: Noun, who/which/where Example: Mr Tom, who is our teacher, is new to the school 2. Sentence type: Outside (inside) Example: I smiled and shook his hand (inside, I was angrier than ever).	1. Sentence type: Name - ad pair - sentence Example: Little Tim – happy and generous – was always fun to be around.	1. Sentence type: Name - ad pair - sentence Example: Little Tim – happy and generous – was always fun to be around.
	Purpose	Inform/Entertain	Inform/Discuss	Entertain/Inform	Persuade/Inform	Entertain	Entertain/Inform
	Genre	1. Diary entry of 'Sparta' 2. Narrative based on Ancient Greece	1. Narrative linked to Goldfish Boy 2. Balanced argument	1. Diary of an WW1 soldier 2. Narrative 'Macbeth'	1. Persuasive speech - Churchill (History) 2. Informal letter from an evacuee 3. Narrative based on 'The Boggart'	1. Narrative based on 'Alma' 2. A formal letter on climate change	1. Narrative based on 'Matilda' 2. A diary based on 'Ruth's Journey'
	Year 6 Objectives	EXS: > Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader > Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) > Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs > Uses verb tenses consistently and correctly throughout their writing GDS: > Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this > Distinguishes between the language of speech and writing and choose the appropriate register	EXS: > Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader > Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) > Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs > Uses verb tenses consistently and correctly throughout their writing GDS: > Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	EXS: > Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader > Integrates dialogue in narratives to convey character and advance the action > Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) > Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs > Uses verb tenses consistently and correctly throughout their writing GDS: > Uses the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) > Distinguishes between the language of speech and writing and choose the appropriate register	EXS: > Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader > Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) > Uses verb tenses consistently and correctly throughout their writing GDS: > Distinguishes between the language of speech and writing and choose the appropriate register	EXS: > Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader > Integrates dialogue in narratives to convey character and advance the action > Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) > Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs > Uses verb tenses consistently and correctly throughout their writing GDS: > Exercises an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	EXS: > Writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader > Selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) > Uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns and synonyms) within and across paragraphs > Uses verb tenses consistently and correctly throughout their writing GDS: > Distinguishes between the language of speech and writing and choose the appropriate register
	Grammar	1. To recap grammar features taught in Y5 including adverbials, cohesive devices, inverted commas, modal verbs, parenthesis and relative clauses	1. To use wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis 2. Use of the semi-colon, colon and dash to mark the boundary between independent clauses 3. The difference between use of a colon to introduce a list and use of semi-colons within lists	1. How hyphens can be used to avoid ambiguity 2. Use of the passive to affect the presentation of information in a sentence 3. The difference between structures typical of informal speech and structures appropriate for formal speech	1. Use of the passive to affect the presentation of information in a sentence 2. The difference between structures typical of informal speech and structures appropriate for formal speech	1. To use wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Indirect speech 2. The difference between structures typical of informal speech and structures appropriate for formal speech	1. To recap grammar features taught during the year including adverbials, cohesion, passive and active voice, indirect and direct speech, semi colons and colons
	Alan Peat Sentences	1. Sentence type: Noun, who/which/where (Y5 recap) Example: Mr Tom, who is our teacher, is new to the school 2. Sentence type: Outside (inside) (Y5 recap) Example: I smiled and shook his hand (inside, I was angrier than ever).	1. Sentence type: Some; others sentence Example: Some people like football; others don't. 2. Sentence type: Noun, who/which/where (Y5 recap) Example: Mr Tom, who is our teacher, is new to the school	1. Sentence type: Tell: show three examples; sentences Example: It was a sleepy town: shops shuttered; cats lazing in the shade; dogs snoozing in the sun. 2. Sentence type: Emo - con sentence Example: Davis was angry – he threw his toy at the wall.	1. Sentence type: Imagine 3 examples Example: Imagine a place where the sun always shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	1. Sentence type: Description:detail sentence Example: I was exhausted: I hadn't slept for more than two days.	1. Sentence type: Irony Example: Our 'luxury' hotel turned out to be a farm building.