



Key Stage 2 Curriculum Writing Overview

Year C	AUTUMN TERM		SPRING TERM		SUMMER TERM	
English Texts KS2	The Colours of His- tory (non-fiction Bookwrites 3-4) The outcome is to write a two-page spread on a colour (or other feature) through history.	Chalk (fiction – Bookwrites 3-4) To create own book using a similar story plot to Thomson’s and to write the story	The Shadow Cage (fiction Bookwrites 6) This narrative unit focuses on the building of sus- pense based around a mystery object	Incredible Edibles: a science-flavoured cookbook (non-fiction Bookwrites 5-6) To create their own revolting recipe, disgusting decoration or hideous head- dress	Beowulf or Monster Slayer (fiction Bookwrites 5-6- or 3- 4) This classic story sequence focuses around a fight and the highly patterned language and constructions.	Chitty Chitty Bang Bang (fiction Bookwrites 5-6) To write an additional adventure for the Tootings where they travel to another period of history.
	The Sea (poetry Bookwrites 5/6) To write your own extended metaphor poem	Meet the Artist Alexander Calder (non-fiction Bookwrites3-4) The outcome is to write a biography about another person of interest.	Change for fiction (kept on the sequence for now because we did this unit 2024/25) A Question of History (non-fiction Bookwrites 3-4) To create questions and double page spreads of information to answer them.	A Good Weekend in Happy Here (poetry 3-4) To write a recount of a weekend in poetry form	To write a further episode about a monster slayer Wheels: Cars, cogs, carousels and other things that spin (Bookwrites non- fic- tion 3-4)	I Am Cat by Jackie Morris Write own version of ‘I am Cat’ using a different subject. This can be linked to art to produce a book with illustrations.
Grammar and punc- tuation	Non-fiction text 1 Y3-4	Fiction text 1 Y 3-4 Extending the range of sentences with	Fiction text 1 Y 3-4	Non-fiction text 1 Y 3-4	Fiction text 1 Y 3-4	Fiction text 1 Y 3-4

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	<p>using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) and prepositions (e.g. <i>before, after, during, in because of</i>) to express time, place and cause (Y3)</p> <p>using fronted adverbials (Y4) indicate grammatical and other features by:</p> <p>using commas after fronted adverbials (Y4)</p> <p>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>) (Y4)</p>	<p>more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i> (Yr3/4)</p> <p>Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Yr4)</p> <p>Creating noun phrases modified by a prepositional phrase (Yr4)</p> <p>Using conjunctions, adverbs and prepositions to express time, place and cause (Yr3)</p> <p>Using inverted commas (Yr3) and other punctuation to indicate direct speech (Yr4)</p> <p>Introduction of paragraphs as a way to</p>	<p>Know that speech can be included as part of sentence, even when the speech is sentence itself. Use inverted commas to show this.</p> <p>Understand how to use paragraphs to organise ideas around a theme.</p> <p>Y 5-6</p> <p>Semi-colons and colons between clauses Commas for clarity Building suspense and atmosphere</p> <p>Dialogue to convey character or advance the action</p> <p>Paragraphs: cohesion within and between (range of cohesive devices)</p>	<p>Understand that adverbials can be single words, e.g. <i>then, soon, later</i>; helpfully phrases, e.g. <i>in the garden</i>; or subordinate clauses, e.g. <i>because he was hungry</i></p> <p>Understand paragraphs to group related material. Use headings and subheadings</p> <p>Y5-6</p> <p>Y5 Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], and number [for example, <i>secondly</i>]</p>	<p>Multi-clause sentences and single clause sentences: exploring choices</p> <p>Adverbials including fronted adverbials Precise verb choice Choice of noun/pronoun for cohesion and clarity</p> <p>Y5-6</p> <p>Sentence construction: patterning of three Semi colons between clauses</p> <p>Expanded noun phrases to convey complex information (use of hyphens)</p> <p>Cohesion between paragraphs</p>	<p>Know how to form the perfect. Understand that the present perfect can be used instead of the simple past. Understand that the perfect form is for events that have started in the past but are still relevant in the present.</p> <p>Understand that a noun can be post modified as well as premodified</p> <p>Know that prepositional phrases can be used as part of a noun phrase and that they come after the head noun</p> <p>Y5-6</p> <p>recognising vocabulary and structures that are typical of</p>
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<p>paragraphs as a way to group related material (Y3)</p> <p>Y5-6</p> <p>Know how to use a wider range of adverbials to link ideas across texts for cohesion, e.g. on the other hand, in contrast, as a consequence.</p> <p>Know that nouns and noun phrases sit in the subject or object position in a clause. Subject Object</p> <p>Understand and use a range of devices for cohesion within and across paragraphs: noun references, pronouns, adverbials and tense choices.</p> <p>Poetry text 2</p> <p>Year 3-4</p>	<p>group related material (Y3)</p> <p>Use of paragraphs to organise ideas around a theme (Y4)</p> <p>Y5-6</p> <p>Understand that multi-clause sentences can include relative clauses</p> <p>Understand that a clause can be part of a noun phrase. Know that relative clauses start with a relative pronoun (e.g. who, that, which) or relative adverb (e.g. when, where).</p> <p>Understand that one function of adverbials is for text cohesion both within paragraphs and across paragraphs (e.g. time, place, number)</p>	<p>Non-fiction Text 2</p> <p>Y 3-4</p> <p>Simple organisational devices and different ways of presenting information</p> <p>Headings and subheadings</p> <p>Multi-clause sentences with subordinating conjunctions</p> <p>Adverbs and adverbials including fronted adverbials</p> <p>Nouns and pronouns for clarity and cohesion</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Y6 How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] dash to mark the boundary between independent clauses</p>	<p>Non-fiction text 2</p> <p>Y 3-4</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if because, although</i> (Y3/4)</p> <p>choosing nouns or pronouns appropriately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) and prepositions (e.g. <i>before, after, during, in, because</i>)</p>	<p>informal speech and those appropriate for formal speech and writing (e.g. question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech) (Y6)</p> <p>using the perfect form of verbs to mark relationships of time and cause (Y5/6)</p> <p>using expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>using relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied (i.e. omitted) relative pronoun (Y5)</p>

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	<p>choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)</p> <p>paragraphs to organise ideas around a theme (Y4)</p> <p>year 5-6</p> <p>using expanded noun phrases to convey complicated information concisely (Y5/6)</p> <p>indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing (Y5)</p> <p>Pupils should be taught to use: layout devices (e.g. headings, subheadings, columns,</p>	<p>Understand and use a range of devices for cohesion within and across paragraphs: noun references, pronouns, adverbials and tense choices</p> <p>Non-fiction Text 2</p> <p>Y 3-4</p> <p>Express time, place and cause using conjunctions, adverbs and/or prepositions (Yr3)</p> <p>Use of fronted adverbials with commas (Yr4)</p> <p>Commas to separate items in a list (revision of Yr2)</p> <p>Year 5-6</p> <p>Know how to use a wider range of adverbials to link</p>		<p>Poetry text 2</p> <p>Y 3-4</p> <p>using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>) and prepositions (e.g. <i>before, after, during, in, because of</i>) to express time, place and cause (Y3)</p> <p>Y 5-6</p> <p>Understand how different and varied sentence structures can suit the purpose and formality of different texts, e.g. question tags, sentence fragments, minor sentences, longer multiclaue constructions, non-finite constructions.</p>	<p>of) to express time, place and cause (Y3)</p> <p>using fronted adverbials (Y4)</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials (Y4)</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</p> <p>Pupils should be taught to use:</p> <p>[introduction to] paragraphs as a way to group related material (Y3)</p> <p>paragraphs to organise ideas around a theme (Y4)</p>	<p>Poetry text 2</p> <p>Y 3-4</p> <p>Understand noun phrases can include determiners. Understand and accurately use a/an</p> <p>Understand how the choice of determiner contributes to cohesion.</p> <p>Y 5-6</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (revision Y4)</p> <p>using expanded noun phrases to convey complicated</p>

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	bullets, or tables to structure text) (Y6)	ideas across texts for cohesion, e.g. on the other hand, in contrast, as a consequence. Understand how to use commas within sentences for clarity			headings and subheadings to aid presentation (Y3) Y 5-6 using the passive to affect the presentation of information in a sentence (Y6) using expanded noun phrases to convey complicated information concisely (Y5/6) using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) to indicate degrees of possibility (Y5) using relative clauses beginning with <i>who, which, where, when, whose, that</i> , or with an implied (i.e.	information concisely How words are related by meaning as synonyms
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					<p>omitted) relative pronoun (Y5)</p> <p>Pupils should be taught to use:</p> <p>devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) (Y5)</p> <p>linking of ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (e.g. he <i>had</i> seen her before) (Y5)</p>	
Writing composition taught in every unit						

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