



Key Stage 2 Curriculum Writing Overview

Year D	AUTUMN TERM		SPRING TERM		SUMMER TERM	
English Texts KS2	The Lucky Dip and Voices in the Park Focus on an author Anthony Browne (fiction Bookwrites 3-4) To write the story of the film from one character's point of view: Voices on the Pier Escape From Pompeii (fiction Bookwrites 3- 4) To re-write the original story from one character's point of view	Cracking Contraptions (non- fiction Bookwrites 5- 6) Children devise and write about their own cracking contraption to create a class Haynes Manual. Where My Wellies Take Me (non-fiction Bookwrites 5-6) To write about a local walk in detail	An Anthology of Intriguing Animals (non-fiction Bookwrites 3-4) To write an information text about 3 different animals organised in a specific way (or contribute to group or class book about animals) Once Upon a Tune (fiction Bookwrites 4) To write the story of <i>Peter and the Wolf</i> with a focus on effec- tive description of character within the setting and building tension	King of the Birds' by Michael Scott, from Beyond the Stars compiled by Sarah Webb (fiction Bookwrites 3-4) To write their own King/Queen of the story Hansel and Gretel (fiction Bookwrites 5-6) Write a fairy tale from the bare bones.	Myth Atlas (fiction Bookwrites 3-4) To write a myth based on one of the characters from one of the cultures in the book (you can choose a country/culture that you are studying in history or let the children choose any of the cultures and characters which capture their imagination) The Dictionary of Dif- ficult Words (non fic- tion Bookwrites 3-4- 5-6) Children design, write and produce their own page(s) of a dictionary in the style of the model text. These could be collated to	Volcanoes (non fiction Bookwrites 5- 6) To write page(s) from a class book about another topic (ideally geographical) Earth Verse (poetry Bookwrites 5-6) To write haiku poetry about a natural event/process including technical vocabulary and poetic imagery To write a short information text about a natural event/process



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					form a class book, if desired.	
Grammar and punc-	Text 1 fiction	Text 1 non-fiction	Text 1 non-fiction	Text 1 fiction	Text 1 fiction	Text 1 non-fiction
tuation	Year 3-4 choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4) indicate grammati- cal and other fea- tures by: using direct speech (Y3/4) use:noun phrases expanded by the ad- dition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) (Y4) inverted commas and other punctua- tion to indicate	Year 3-4 Understand that the order of clauses can be manipulated for effect: subordinate clauses may go at the beginning, middle or end of sentences Understand Standard English verb inflections and use in writing instead of local spoken forms, e.g. we were/we was. Secure understanding of a noun phrase. Understand noun phrases can include determiners. Understand and accurately use a/an.	Year 3-4 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although Using conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in because of) to express time, place and cause (Y3) Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Yr4)	Year 3-4 using the present perfect form of verbs instead of the simple past tense (e.g. <i>He has gone</i> <i>out to play</i> con- trasted with <i>He</i> <i>went out to play</i>) (Y3) using conjunctions (e.g. <i>when, before,</i> <i>after, while, so, be</i> - <i>cause</i>), adverbs (e.g. <i>then, next,</i> <i>soon, therefore</i>) and prepositions (e.g. <i>before, after,</i> <i>during, in, because</i> <i>of</i>) to express time, place and cause (Y3) using fronted ad- verbials (Y4)	Year 3-4 Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4) Using conjunctions, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in because of) to express time, place and cause (Y3) Using fronted adverbials (Y4)	Year 3-4 Consolidate pre- modification of nouns and choices of adjectives/ determiners for effect Know which conjunctions can express time, place and cause, and how these can be used in creating sentences. Understand paragraphs to group related material. Use headings and subheadings. year 5-6 using expanded noun phrases to convey complicated information concisely (Y5/6)

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	speech, e.g. a	year 5-6	Indicating	using commas after		using relative
	a after the re-	recognising	possession by using	fronted adverbials	Using commas after	clauses beginning
	g clause; end	recognising	the possessive	(Y4)	fronted adverbials	with who, which,
	ation within	vocabulary and	apostrophe with			where, when,
	d commas	structures that are	singular and plural	using and punctuat-	(Y4)	whose, that, or with
(Y4)		typical of informal	nouns (Y4)	ing direct speech	Headings and sub-	an implied (i.e.
	-	speech and those		(Y3/4)	headings to aid	omitted) relative
year 5-	·6	appropriate for	Introduction of	Pupils should be	presentation (Y3)	pronoun (Y5)
Unders	stand how	formal speech and	paragraphs as a	taught to use:	p	
	e clauses can	writing (e.g.	way to group	noun phrases ov	Appropriate use of	using commas to
contrib		question tags: He's	related material	noun phrases ex- panded by the addi-	pronoun or noun	clarify meaning or
cohesio		your friend, isn't	(Y3)	tion of modifying	within and across	avoid ambiguity in
concore		he?, or the use of	Use of paragraphs	adjectives, nouns	sentences to aid	writing (Y5)
Know t	hat nouns	subjunctive forms	to organise ideas	and preposition	cohesion and avoid	using brackets,
and no	un phrases	such as <i>If I were</i> or	around a theme	phrases (e.g. <i>the</i>	repetition (Y4)	dashes or commas
sit in th	ne subject or	Were they to come	(Y4)	<i>teacher</i> expanded		to indicate
object	position in a	in some very formal	(14)	to the strict maths	year 5-6	parenthesis (Y5)
clause.		writing and speech)	Headings and sub-	teacher with curly	Understand how to	
Text 2	fiction	(Y6)	headings to aid	hair) (Y4)	use commas within	using semi-colons,
Text 2	liction	using the passive to	presentation (Y3)		sentences for clarity	colons or dashes to
Year 3-	4	affect the		[introduction to] in-		mark boundaries
			Appropriate use of	verted commas to	Understand that a	between
	onjunctions	presentation of	pronoun or noun	punctuate direct	clause can be part	independent clauses
	hen, before,	information in a	within and across	speech (Y3)	of a noun phrase	(Y6)
	vhile, so,	sentence (Y6)	sentences to aid		Understand that	
	e), adverbs	using expanded	cohesion and avoid	year 5-6	one function of	devices to build
	en, next,	noun phrases to	repetition (Y4)	Continue to secure	adverbials is for text	cohesion within a
	herefore) and	convey complicated	year 5-6	understanding of	cohesion both	paragraph (e.g.
	itions (e.g.	information	year J-0	verb forms, particu-		then, after that,
before,	after,	concisely (Y5/6)	Understand that	larly the perfect	within paragraphs	this, firstly) (Y5)
during,	in, because		the order of clauses		and across	

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of) to express time,	using brackets ,	can be manipulated	Know how to use a	paragraphs (e.g.	layout devices (e.g.
place and cause (Y3)	dashes or commas	for effect:	wider range of ad-	time, place,	headings,
using frants d	to indicate	subordinate clauses	verbials to link	number)	subheadings,
using fronted adverbials (Y4)	parenthesis (Y5)	may go at the	ideas across texts	Know that relative	columns, bullets, or
auverbiais (14)	Text 2 non fiction	beginning, middle	for cohesion, e.g.		tables to structure
using commas after	Text 2 non fiction	or end of	on the other hand,	clauses start with a	text) (Y6)
fronted adverbials	Year 3-4	sentences.	in contrast, as a consequence.	relative pronoun	
(Y4)		Understand that	consequence.	(e.g. who, that,	
	commas in lists	subordinate clauses	Understand how	which) or relative adverb (e.g. when,	Text 2 poetry
indicating	using conjunctions	function as	relative clauses can		
possession by using	(e.g. when, before,	adverbials	contribute to cohe-	where).	Year 3-4
the possessive	after, while, so,	(technically year 4)	sion	Use a wider range of	Express time, place
apostrophe with	because), adverbs	Understand how	Know that nouns	devices across	and cause using
singular and plural	(e.g. then, next,	prepositional	and noun phrases	paragraphs:	conjunctions, adverbs or
nouns (Y4)	soon, therefore) and	phrases are formed	sit in the subject or	repetition of	
year 5-6	prepositions (e.g.	(preposition +	object position in a	words/phrases;	prepositions (revision from Y3/4)
	before, after,	noun/noun phrase).	clause.	grammatical	
Understand how	during, in because	Understand that		connections, e.g.	Secure
dashes, colons and	of) to express time,	prepositional	Text 2 fiction	adverbials, ellipsis.	understanding of a
semi-colons can be	place and cause (Y3)	phrases often	× 0.4	Text 2 non fiction	noun phrase.
used to mark		function as the	Year 3-4	Text 2 non netion	Understand that
boundaries	Understand how to	adverbial element	Understand noun	Year 3-4	subordinate clauses
between closely	use paragraphs to	in sentences.	phrases can include	and an alternative state	function as
related independent	organise ideas	in sentences.	determiners.	extending the range	adverbials
clauses; use of	around a theme.	(revision from year	Understand and	of sentences with more than one	auverblats
ellipsis		4)	accurately use a/an		Use headings and
Understand		Understand and use		clause by using a	subheadings.
brackets, dashes or	year 5-6	a range of devices	Know that speech	wider range of conjunctions,	
commas for	using relative	for cohesion within	can be included as	including when, if	
parenthesis in	clauses beginning	and across	part of sentence,		
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relative clauses (and	with who, which,	paragraphs: noun	even when a	because, although	year 5-6
other	where, when,	references,	sentence itself. Use	(Y3/4)	
constructions).	whose, that, or with an implied (i.e. omitted) relative pronoun (Y5) 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)	pronouns, adverbials and tense choices. Text 2 fiction using apostrophes for contracted form and the possessive (singular), e.g. <i>the</i> <i>girl's name</i> (Y2) using conjunctions (e.g. <i>when, before,</i> <i>after, while, so,</i> <i>because</i>), adverbs	other punctuation alongside inverted commas to show this. Understand how the choice of determiner contributes to cohesion Understand how to use paragraphs to organise ideas around a theme.	choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4) using conjunctions (e.g. when, before, after, while, so, because) to express time and cause (Y3) using fronted	Using expanded noun phrases to convey complicated information concisely (Yr5/6) Using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) relative pronoun (Y5)
	linking of ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a	(e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3) indicating possession by using the possessive apostrophe with	year 5-6 using expanded noun phrases to convey complicated information con- cisely (Y5/6) using relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e.	adverbials (Y4) using commas after fronted adverbials (Y4) headings and subheadings to aid presentation (Y3) year 5-6 Know that nouns and noun phrases sit in the subject or	Using hyphens to avoid ambiguity (Yr6) Devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly) (Y5)

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	consequence), and	singular and plural	omitted) relative	object position in a	
	ellipsis (Y6)	nouns (Y4)	pronoun (Y5)	clause	
		noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the</i> <i>teacher</i> expanded to <i>the strict maths</i> <i>teacher with curly</i> <i>hair</i>) (Y4) year 5-6 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 multiclause constructions, non- finite constructions.	using commas to clarify meaning or avoid ambiguity in writing (Y5) using brackets, dashes or commas to indicate paren- thesis (Y5) devices to build co- hesion within a par- agraph (e.g. then, after that, this, firstly) (Y5) linking of ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) (Y5) linking of ideas across paragraphs	Understand how dashes, colons and semi-colons can be used to mark boundaries between closely related independent clauses; use of ellipsis 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. Use layout devices, e.g. tables, columns, bullets.	
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		Understand that a clause can be part of a noun phrase.	using a wider range of cohesive devices: repetition of a word or phrase, gram- matical connections (e.g. the use of ad- verbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6)	
Writing composi- tion taught in every unit				