



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: <i>Voices on the Pier</i>	Cracking Contraptions (non-fiction Bookwrites 5-6) Children devise and write about their own cracking contraption to create a class Haynes Manual.	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)	King of the Birds' by Michael Scott, from <i>Beyond the Stars</i> compiled by Sarah Webb (fiction Bookwrites 3-4) To write their own <i>King/Queen of the...</i> story	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)	Volcanoes (non fiction Bookwrites 5-6) To write page(s) from a class book about another topic (ideally geographical)
	Escape From Pompeii (fiction Bookwrites 3-4) To re-write the original story from one character's point of view	Where My Wellies Take Me (non-fiction Bookwrites 5-6) To write about a local walk in detail	Once Upon a Tune (fiction Bookwrites 4) To write the story of <i>Peter and the Wolf</i> with a focus on effective description of character within the setting and building tension	Hansel and Gretel (fiction Bookwrites 5-6) Write a fairy tale from the bare bones.	The Dictionary of Difficult Words (non fiction 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	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 punctuation	Text 1 fiction Year 3-4 choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4) indicate grammatical and other features by: using direct speech (Y3/4) use: 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) inverted commas and other punctuation to indicate	Text 1 non-fiction 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.	Text 1 non-fiction 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)	Text 1 fiction Year 3-4 using the present perfect form of verbs instead of the simple past tense (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>) (Y3) using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. then, next, soon, therefore) and prepositions (e.g. before, after, during, in, because of) to express time, place and cause (Y3) using fronted adverbials (Y4)	Text 1 fiction 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)	Text 1 non-fiction 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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<p>direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas (Y4)</p> <p>year 5-6</p> <p>Understand how relative clauses can contribute to cohesion</p> <p>Know that nouns and noun phrases sit in the subject or object position in a clause.</p> <p>Text 2 fiction</p> <p>Year 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</i>)</p>	<p>year 5-6</p> <p>recognising vocabulary and structures that are typical of 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 passive to affect the presentation of information in a sentence (Y6)</p> <p>using expanded noun phrases to convey complicated information concisely (Y5/6)</p>	<p>Indicating possession by using the possessive apostrophe with singular and plural nouns (Y4)</p> <p>Introduction of paragraphs as a way to group related material (Y3)</p> <p>Use of paragraphs to organise ideas around a theme (Y4)</p> <p>Headings and sub-headings to aid presentation (Y3)</p> <p>Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)</p> <p>year 5-6</p> <p>Understand that the order of clauses</p>	<p>using commas after fronted adverbials (Y4)</p> <p>using and punctuating direct speech (Y3/4)</p> <p>Pupils should be taught to use:</p> <p>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i>) (Y4)</p> <p>[introduction to] inverted commas to punctuate direct speech (Y3)</p> <p>year 5-6</p> <p>Continue to secure understanding of verb forms, particularly the perfect</p>	<p>Using commas after fronted adverbials (Y4)</p> <p>Headings and sub-headings to aid presentation (Y3)</p> <p>Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Y4)</p> <p>year 5-6</p> <p>Understand how to use commas within sentences for clarity</p> <p>Understand that a clause can be part of a noun phrase</p> <p>Understand that one function of adverbials is for text cohesion both within paragraphs and across</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> <p>using commas to clarify meaning or avoid ambiguity in writing (Y5)</p> <p><i>using brackets, dashes or commas to indicate parenthesis</i> (Y5)</p> <p>using semi-colons, colons or <i>dashes</i> to mark boundaries between independent clauses (Y6)</p> <p>devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) (Y5)</p>

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	<p>of) to express time, place and cause (Y3)</p> <p>using fronted adverbials (Y4)</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>year 5-6</p> <p>Understand how dashes, colons and semi-colons can be used to mark boundaries between closely related independent clauses; use of ellipsis</p> <p>Understand brackets, dashes or commas for parenthesis in</p>	<p>using brackets, dashes or commas to indicate parenthesis (Y5)</p> <p>Text 2 non fiction</p> <p>Year 3-4</p> <p>commas in lists</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>Understand how to use paragraphs to organise ideas around a theme.</p> <p>year 5-6</p> <p>using relative clauses beginning</p>	<p>can be manipulated for effect:</p> <p>subordinate clauses may go at the beginning, middle or end of sentences.</p> <p>Understand that subordinate clauses function as adverbials (technically year 4)</p> <p>Understand how prepositional phrases are formed (preposition + noun/noun phrase). Understand that prepositional phrases often function as the adverbial element in sentences.</p> <p>(revision from year 4)</p> <p>Understand and use a range of devices for cohesion within and across</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>Understand how relative clauses can contribute to cohesion</p> <p>Know that nouns and noun phrases sit in the subject or object position in a clause.</p> <p>Text 2 fiction</p> <p>Year 3-4</p> <p>Understand noun phrases can include determiners. Understand and accurately use a/an</p> <p>Know that speech can be included as part of sentence,</p>	<p>paragraphs (e.g. time, place, number)</p> <p>Know that relative clauses start with a relative pronoun (e.g. <i>who, that, which</i>) or relative adverb (e.g. <i>when, where</i>).</p> <p>Use a wider range of devices across paragraphs: repetition of words/phrases; grammatical connections, e.g. adverbials, ellipsis.</p> <p>Text 2 non fiction</p> <p>Year 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</i></p>	<p>layout devices (e.g. headings, subheadings, columns, bullets, or tables to structure text) (Y6)</p> <p>Text 2 poetry</p> <p>Year 3-4</p> <p>Express time, place and cause using conjunctions, adverbs or prepositions (revision from Y3/4)</p> <p>Secure understanding of a noun phrase.</p> <p>Understand that subordinate clauses function as adverbials</p> <p>Use headings and subheadings.</p>

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	<p>relative clauses (and other constructions).</p> <p>with <i>who, which, where, when, whose, that</i>, or with an implied (i.e. omitted) relative pronoun (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> <p>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 <i>on the other hand, in contrast, or as a</i></p>	<p>paragraphs: noun references, pronouns, adverbials and tense choices.</p> <p>Text 2 fiction</p> <p>using apostrophes for contracted form and the possessive (singular), e.g. <i>the girl's name</i> (Y2)</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>indicating possession by using the possessive apostrophe with</p>	<p>even when a sentence itself. Use other punctuation alongside inverted commas to show this.</p> <p>Understand how the choice of determiner contributes to cohesion</p> <p>Understand how to use paragraphs to organise ideas around a theme.</p> <p>year 5-6</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.</p>	<p><i>because, although</i> (Y3/4)</p> <p>choosing nouns or pronouns accurately 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>)... to express time and cause (Y3)</p> <p>using fronted adverbials (Y4)</p> <p>using commas after fronted adverbials (Y4)</p> <p>headings and subheadings to aid presentation (Y3)</p> <p>year 5-6</p> <p>Know that nouns and noun phrases sit in the subject or</p>	<p>year 5-6</p> <p>Using expanded noun phrases to convey complicated information concisely (Yr5/6)</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> <p>Using hyphens to avoid ambiguity (Yr6)</p> <p>Devices to build cohesion within a paragraph (e.g. <i>then, after, that, this, firstly</i>) (Y5)</p>
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		<i>consequence</i>), and ellipsis (Y6)	singular and plural nouns (Y4) 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) 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 multiclaue constructions, non-finite constructions.	omitted) relative pronoun (Y5) using commas to clarify meaning or avoid ambiguity in writing (Y5) using brackets, dashes or commas to indicate parenthesis (Y5) devices to build cohesion within a paragraph (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	object position in a clause 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, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis (Y6)		
Writing composition taught in every unit						

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