



# Writing Curriculum Overview

## Writing Curriculum Overview 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<ul style="list-style-type: none"> <li>Name writing</li> <li>Marks with meaning and purpose</li> <li>Writing initial sounds and beginning to write simple CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Writing CVC words independently</li> <li>Name writing</li> <li>Using known sounds to begin to write labels with support</li> <li>Develop adjective language and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Begin to write simple captions and sentences</li> <li>Begin to understand how to write a fact</li> <li>Use simple adjectives with support</li> </ul>	<ul style="list-style-type: none"> <li>Write simple captions and sentences</li> <li>Instruction writing</li> <li>Using simple adjectives</li> <li>Write most letters of the alphabet, most of which are correctly formed.</li> <li>Begin to spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>Write simple stories</li> <li>Write simple facts with support</li> <li>Use simple adjectives</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with narrative features</li> <li>Begin to understand noun phrases</li> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Make phonetically plausible attempts at trickier words.</li> </ul>
Year 1 / 2 Cycle A	<p><b>Instructions</b> <b>Narrative</b> <b>Poetry</b></p>	<p><b>Diary/Recount</b> <b>Narrative</b> (Emily Browne and the Thing) <b>Narrative</b> (Excitable Edgar)</p>	<p><b>Narrative</b> <b>Non-Chronological Report</b> <b>Poetry</b> (Lights on Cotton Rock)</p>	<p><b>Recount</b> <b>Narrative</b> <b>Letter</b> (The True Story of the Three Little Pigs)</p>	<p><b>Narrative</b> (Little Red Riding Hood) <b>Alternative Version</b> (Honestly, Red Riding Hood Was Rotten) <b>Non-Chronological Report</b> (Little Red Riding Hood)</p>	<p><b>Narrative</b> <b>Instructions</b> <b>Recount</b> (Light House Keeper's Lunch)</p>
Year 1 / 2 Cycle B	<p><b>Narrative</b> <b>Alternative Version</b> <b>Poetry</b> (Brown Bear, Brown Bear, What Can You See?)</p>	<p><b>Narrative</b> <b>Instructions</b> (Supertato) <b>Diary</b> <b>Shape Poetry</b> (Mog's Christmas Calamity)</p>	<p><b>Narrative</b> <b>Recount / Letter</b> <b>Non-Chronological Report</b> (Paddington in the Garden (Bears))</p>	<p><b>Narrative</b> <b>Instructions</b> <b>Non-Chronological Report</b> (Jack and the Baked Beanstalk)</p>	<p><b>Narrative</b> <b>Alternative Version</b> <b>Poetry – Riddles</b> (Hansel and Gretel (AB))</p>	<p><b>Narrative</b> <b>Instructions</b> <b>Recount</b> (Billy and the Dragon)</p>
Year 3 / 4 Cycle A	<p><b>Description</b> <b>Recount</b> <b>Narrative</b> (George's Marvellous Medicine)</p>	<p><b>Instructions</b> (How to Wash a Woolley Mammoth) <b>Narrative</b> (Christmas – The Bear and the Hare) <b>Poetry</b> (Classical and Contemporary)</p>	<p><b>Recount</b> <b>Letter to Inform</b> <b>Non-chronological Report</b> (The Minipins)</p>	<p><b>Description</b> <b>Narrative</b> (Wolves in the Walls) <b>Poetry</b> (A Poem Spoken Silently – Pie Corbett)</p>	<p><b>Report</b> <b>Narrative</b> (Max and the Millions) <b>Poetry</b> (The Enormous Crocodile)</p>	<p><b>Narrative</b> <b>Adverts</b> (Tadeo Jones) <b>Persuasive Letter</b> (Rang Tan Visual Literacy)</p>
Year 3 / 4 Cycle B	<p><b>Description</b> <b>Diary / Journal</b> <b>Narrative</b> (The Morning I Met a Whale)</p>	<p><b>Recount</b> <b>Narrative</b> (Escape from Pompeii) <b>Poetry</b> (When the Colours Spoke – Grace Nichols)</p>	<p><b>Recount</b> <b>Letter to Inform</b> (Boy) <b>Instructions</b> (Stranded: A Mostly True Story from Iceland)</p>	<p><b>Description</b> <b>Narrative</b> (The Boy Who Grew Dragons) <b>Poetry</b> (From a Railway Carriage)</p>	<p><b>Narrative</b> <b>Letter to Persuade</b> <b>Non-Chronological Report</b> (Journey)</p>	<p><b>Diary</b> (Adventures are the Pits) <b>Narrative</b> <b>Advert</b> (Kiki Kallira Breaks a Kingdom)</p>
Year 5 / 6 Cycle A	<p><b>Description</b> <b>Diary</b> <b>Continuation of a Narrative</b> (The Tunnel)</p>	<p><b>Informal Letter</b> <b>Narrative</b> <b>Newspaper Report</b> (I Was a Rat)</p>	<p><b>Diary</b> <b>Non-Chronological Report</b> <b>Adventure Narrative</b> (Malamander)</p>	<p><b>Letter to Inform</b> <b>Recount</b> <b>Letter to Persuade</b> <b>Non-Linear Narrative</b> (Umbrella Mouse)</p>	<p><b>Balanced Argument</b> (Should animals be kept in zoos?) <b>Recount</b> <b>Narrative</b> (Ghostly House: Literacy Shed)</p>	<p><b>Diary</b> <b>Narrative</b> <b>Letter to Inform</b> (Charlotte's Web) <b>Letter to persuade</b> <b>Persuasive Speech</b> (Climate Change) <b>Poetry</b> (Night Mail)</p>
Year 5 / 6 Cycle B	<p><b>Description</b> <b>Diary</b> <b>Narrative</b> (Edward Tulane)</p>	<p><b>Description</b> <b>Diary</b> <b>Continuation of a Narrative</b> (The Nowhere Emporium)</p>	<p><b>Myth</b> <b>Balanced Argument</b> <b>Non-Chronological Report</b> <b>Rap/Poetry</b> (Who Let the God's Out)</p>	<p><b>Diary</b> <b>Persuasive Advertisement</b> <b>Letter to Persuade</b> <b>Non-Linear Narrative</b> (Percy Jackson and the Lightning Thief)</p>	<p><b>Newspaper Report</b> <b>Dilemma Narrative</b> <b>Book Review</b> (Clockwork)</p>	<p><b>Recount / Scientific Journal</b> <b>Balanced Argument</b> (Darwin's Dragon) <b>Non-chronological Report</b> (Moth) <b>Poetry</b> (Rang Tan)</p>



**COWBIT ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL**

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