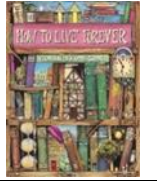





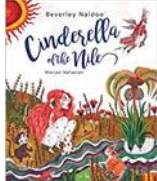
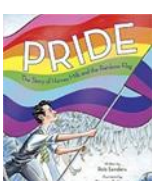
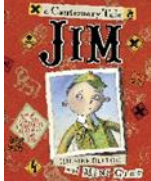








# WRITING OVERVIEW – CYCLE A

\*teachers may, on occasion, teach some elements of SPaG in a different order or in discrete lessons according to the needs of their class in consultation and agreement with the English Leads, Curriculum Lead and SLT.

		AUTUMN 1	AUTUMN 1	SPRING 1	SPRING 1	SUMMER 1	SUMMER 1
		<b>MAGIC AND MYSTERY</b>		<b>HOPE AND HEALING</b>		<b>FROM MYSTERY TO DISCOVERY</b>	
							
<b>YEAR 3&amp;4</b>		<b>LEON AND THE PLACE INBETWEEN</b> by Angela McAllister	<b>THE HEART AND THE BOTTLE</b> by Oliver Jeffers	<b>WINTER'S CHILD</b> by Angela McAllister	<b>ESCAPE FROM POMPEII</b> by Christina Balit	<b>THE MYSTERIES OF HARRIS BURDICK</b> by Chris Van Allsberg	<b>HOW TO LIVE FOREVER</b> by Colin Thompson
							
		<b>MAIN WRITING OUTCOME:</b> own version fantasy narrative	<b>MAIN WRITING OUTCOME:</b> own version "dilemma" narrative	<b>MAIN WRITING OUTCOME:</b> fantasy story sequels	<b>MAIN WRITING OUTCOME:</b> newspaper reports	<b>MAIN WRITING OUTCOME:</b> own version mystery narrative	<b>MAIN WRITING OUTCOME:</b> prequel
		<b>OTHER WRITING OUTCOMES:</b> Persuasive	<b>OTHER WRITING OUTCOMES:</b> character	<b>OTHER WRITING OUTCOMES:</b> postcards	<b>OTHER WRITING OUTCOMES:</b> setting	<b>OTHER WRITING OUTCOMES:</b> diary entries,	<b>OTHER WRITING OUTCOMES:</b> lost posters,

	posters, setting descriptions, thought bubbles/diaries, dialogue	descriptions, narrative retellings	(recount), dialogue, setting descriptions as letters, retellings	descriptions, diaries, letters, thought bubbles	dialogue, setting descriptions, captions and titles	letter of warnings, character and setting descriptions, instructions
	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Inverted commas to punctuate direct speech</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> <li>Use of commas after fronted adverbials</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Use of the present perfect form</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Use of a comma after a fronted adverbial</li> </ul>	<p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Paragraphs to organise ideas around a theme</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Paragraphs as a way to group related material</li> <li>Inverted commas to indicate direct speech</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> <li>Use of commas after fronted adverbials</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Paragraphs as a way to group related material</li> <li>Use of the present perfect form</li> <li>Inverted commas to indicate direct speech</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of pronoun or noun to aid cohesion and avoid repetition</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Formation of nouns using a variety of prefixes</li> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Inverted commas to indicate direct speech</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>

	AUTUMN 2	AUTUMN 2	SPRING 2	SPRING 2	SUMMER 2	SUMMER 2
	DREAMS AND DESIRES		OVERCOMING ADVERSITY		PRIDE AND DOWNFALL	
						
	<b>THE BFG</b> by Roald Dahl	<b>THE TEAR THIEF</b> by Carol Ann Duffy	<b>CLOUD TEA MONKEYS</b> by Mal Peet	<b>CINDERELLA OF THE NILE</b> by Beverley Naidoo	<b>PRIDE: THE STORY OF HARVEY MILK AND THE RAINBOW FLAG</b> by Rob Sanders	<b>JIM, A CAUTIONARY TALE</b> by Hilaire Belloc
						
	<b>MAIN WRITING OUTCOME:</b> own version fantasy narrative	<b>MAIN WRITING OUTCOME:</b> letters of explanation	<b>MAIN WRITING OUTCOME:</b> non-chronological reports	<b>MAIN WRITING OUTCOME:</b> own version narrative	<b>MAIN WRITING OUTCOME:</b> biographies of Harvey Milk	<b>MAIN WRITING OUTCOME:</b> narrative poems
	<b>OTHER WRITING OUTCOMES:</b> recount (diary entry), character descriptions, wanted posters, new chapters, instructions	<b>OTHER WRITING OUTCOMES:</b> shared poems, persuasive posters, discussions	<b>OTHER WRITING OUTCOMES:</b> descriptions, “how to” guides (instructions), letters, discussions	<b>OTHER WRITING OUTCOMES:</b> descriptive passages, how to guides, letters, discussions, non-chronological reports	<b>OTHER WRITING OUTCOMES:</b> thought bubbles, speech, simple leaflets	<b>OTHER WRITING OUTCOMES:</b> warning posters, alternative endings, performance poetry, letter of apology

	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Appropriate choice of noun or pronoun to avoid repetition</li> <li>Use of commas after fronted adverbials</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Using a or an appropriately</li> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Use of the present perfect form</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Apostrophe to mark plural possession</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Using a or an appropriately</li> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Paragraphs as a way to group related ideas</li> <li>Headings and subheading to improve presentation</li> <li>Use of the present perfect tense</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> <li>Paragraphs to group related material</li> <li>Use of the present perfect form</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Word families based on common words</li> <li>Expressing time, place and cause using conjunctions</li> <li>Headings and sub headings to aid presentation</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Fronted adverbials</li> <li>Paragraphs to organise work around a theme</li> <li>Appropriate choice of noun or pronoun to avoid ambiguity and help cohesion</li> <li>Use of commas after fronted adverbials</li> </ul>	<p><b>YEAR 3 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions</li> </ul> <p><b>YEAR 4 GRAMMAR</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Appropriate use of pronoun and noun to avoid ambiguity and aid cohesion</li> </ul>
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