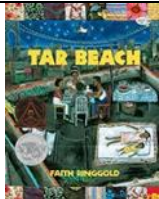
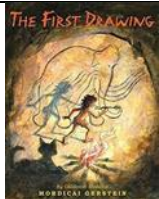
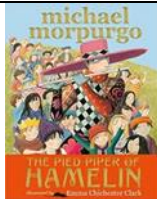

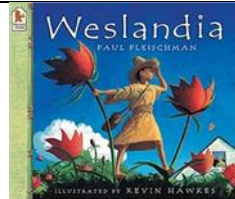
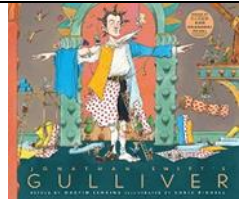





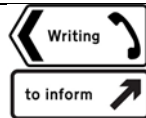


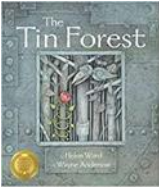
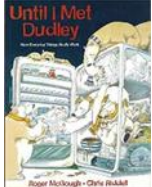

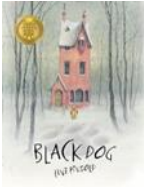

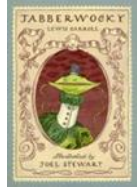








WRITING OVERVIEW – CYCLE B

*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
		IMAGINATION AND FREEDOM		LEADERS AND FOLLOWERS		EXPLORATION AND DISCOVERY	
							
		TAR BEACH by Faith Ringgold	THE FIRST DRAWING by Mordical Gerstein	THE PIED PIPER OF HAMELIN by Michael Morpurgo	THE SELFISH GIANT by Oscar Wilde	WESLANDIA by Paul	JONATHAN SWIFT'S GULLIVER by Martin Jenkins
							
		MAIN WRITING OUTCOME: own version playscripts	MAIN WRITING OUTCOME: own historical narratives	MAIN WRITING OUTCOME: own version myths/legends	MAIN WRITING OUTCOME: own version narratives about kindness	MAIN WRITING OUTCOME: imagined land narrative	MAIN WRITING OUTCOME: newspaper reports
		OTHER WRITING OUTCOMES: character descriptions, formal letters, book reviews, dialogue (direct speech), retellings	OTHER WRITING OUTCOMES: character descriptions, diaries, recounts	OTHER WRITING OUTCOMES: writing in role, information reports, adverts, formal letters	OTHER WRITING OUTCOMES: letters, first person recounts, diaries, letters, posters, reports	OTHER WRITING OUTCOMES: character description, informative posters, persuasive leaflets, log book	OTHER WRITING OUTCOMES: packing lists (justifications), letters (formal and informal), interviews, diaries
YEAR 3&4							

	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Word families based on common words • Expressing time, place and cause using conjunctions • Paragraphs as a way to group related material • Inverted commas to punctuate direct speech <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Paragraphs to organise ideas around a theme • Apostrophes to mark plural possession • Use of commas after fronted adverbials 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions • Paragraphs as a way to group related material <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Appropriate choice of noun or pronoun to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Use of commas after fronted adverbials 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Use the forms an or a • Expressing time, place and cause using conjunctions • Paragraphs as a way to group related material • Headings and subheading to aid presentation <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Fronted adverbials • Paragraphs to organise ideas around a theme • Use of commas after fronted adverbials 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions • Inverted commas to punctuate direct speech <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Paragraphs to organise ideas around a theme • Appropriate choice of noun or pronoun to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech • Use of commas after fronted adverbials 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Word families based on common words • Expressing time, place and cause using conjunctions • Paragraphs as a way to group related material • Headings and subheading to aid presentation <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Expanded noun phrases • Fronted adverbials • Paragraphs to organise ideas around a theme 	<p>YEAR 3 GRAMMAR</p> <ul style="list-style-type: none"> • Expressing time, place and cause using conjunctions <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> • Standard English • Fronted adverbials • Paragraphs to organise ideas around a theme
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	AUTUMN 2	AUTUMN 2	SPRING 2	SPRING 2	SUMMER 2	SUMMER 2
	INVENTION AND TRANSFORMATION		TAKING COURAGE		FANTASY WORLDS	
						
	THE TIN FOREST by Helen Ward	UNTIL I MET DUDLEY by Roger McGough and Chris Riddell	ODD AND THE FROST GIANTS by Neil Gaiman	BLACK DOG by Levi Pinfold	THE LION THE WITCH AND THE WARDROBE by C S Lewis	JABBERWOCKY by Lewis Carroll
						
	MAIN WRITING OUTCOME: persuasive information leaflets	MAIN WRITING OUTCOME: two explanation texts – formal and informal	MAIN WRITING OUTCOME: retellings – alternative perspectives	MAIN WRITING OUTCOME: own version “suspense” narratives	MAIN WRITING OUTCOME: own version narratives (set in other worlds)	MAIN WRITING OUTCOME: nonsense poems
	OTHER WRITING OUTCOMES: persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions	OTHER WRITING OUTCOMES: letters, short explanatory paragraphs	OTHER WRITING OUTCOMES: narrative recounts, character and setting descriptions, letters, short explanations	OTHER WRITING OUTCOMES: postcards, dialogue, retellings, descriptions	OTHER WRITING OUTCOMES: poems, eyewitness reports, imaginary conversations, writing in role	OTHER WRITING OUTCOMES: performance poetry, explanatory descriptions
	YEAR 3 GRAMMAR <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Paragraphs as a way to group related material YEAR 4 GRAMMAR	YEAR 3 GRAMMAR <ul style="list-style-type: none"> Formation of nouns using a variety of prefixes Word families based on common words 	YEAR 3 GRAMMAR <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions YEAR 4 GRAMMAR	YEAR 3 GRAMMAR <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Use of inverted commas to 	YEAR 3 GRAMMAR <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions YEAR 4 GRAMMAR	YEAR 3 GRAMMAR <ul style="list-style-type: none"> Expressing time, place and cause using conjunctions YEAR 4 GRAMMAR

	<ul style="list-style-type: none"> Expanded noun phrases Appropriate choice of pronoun and noun to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions Headings and subheading to aid presentation <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Grammatical difference between plural and possessive Expanded noun phrases Fronted adverbials Paragraphs to organise ideas around a theme Appropriate choice of pronoun and noun to aid cohesion and avoid repetition Apostrophe to mark plural possession Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Appropriate choice of pronoun and noun to aid cohesion and avoid repetition 	<p>indicate direct speech</p> <p>YEAR 4 GRAMMAR</p> <ul style="list-style-type: none"> Grammatical difference between plural and possessive Expanded noun phrases Fronted adverbials Appropriate choice of pronoun and noun to aid cohesion and avoid repetition Use of inverted commas and other punctuation to indicate direct speech Apostrophe to mark plural possession Use of commas after fronted adverbials 	<ul style="list-style-type: none"> Expanded noun phrases Fronted adverbials Use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> Expanded noun phrases Appropriate choice of pronoun and noun to aid cohesion and avoid repetition
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