

## Years 1 and 2 Writing Map

Term	Genre of Writing	Features to focus on
Autumn 1	First Person Sentence Structure (Family Focus)	<ul style="list-style-type: none"> <li>• Can understand what makes a sentence (subject + verb + object)</li> <li>• Can compose a sentence orally before writing it</li> <li>• Can write a sequence of sentences</li> <li>• Can use first person</li> </ul>
	Third Person Sentence Structure (Facts about dinosaurs)	<ul style="list-style-type: none"> <li>• Can use third person</li> <li>• Can understand different pronouns</li> <li>• Can know when to use a full stop</li> <li>• Can re-read what has been written to check it makes sense</li> </ul>
	Min Recount - oracy (Stone Girl Bone Girl)	<ul style="list-style-type: none"> <li>• Record and retell from text map – as a class/individual</li> <li>• Can use simple co-ordinating conjunctions (<i>and, or, but</i>) to join parts of a sentence</li> <li>• Can understand the difference between and use nouns, verbs and adjectives (colour code on story map)</li> </ul>
Autumn 2	Recipe (Marmalade sandwich)	<ul style="list-style-type: none"> <li>• Can use adjectives of texture</li> <li>• Can use time connectives</li> <li>• Can know the difference between a statement and command</li> <li>• Can use imperative verbs</li> </ul>
	Brochure (Travel Guide to Peru)	<ul style="list-style-type: none"> <li>• Can write several sentences to develop an idea</li> <li>• Can use some adventurous vocabulary – <i>noun phrases</i></li> <li>• Develop persuasive adjectives</li> <li>• Questions and exclamations</li> </ul>
	Narrative (New adventure for Paddington)	<ul style="list-style-type: none"> <li>• Can use adjectives (must include colour and size)</li> <li>• <i>Can use expanded noun phrases</i></li> <li>• <i>Adverbs of manner - not all -ly words (time and place to extend)</i></li> <li>• <i>Can know when to use a capital letter</i></li> </ul>

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Spring 1	<p>Non-chronological report (Toys)</p> <p>Narrative (Toy Story)</p>	<ul style="list-style-type: none"> <li>• <i>Can form singular and plural nouns</i></li> <li>• <i>Can use expanded noun phrases (determiner + adjective + noun)</i></li> <li>• <i>Can use a range of simple subordinating conjunctions (when, if, that, because)</i></li>   <li>• <i>Can use the five senses to describe</i></li> <li>• <i>Can use structure with beginning, middle and end</i></li> <li>• <i>Can use noun phrases</i></li> <li>• <i>Can use a range of simple and compound sentences</i></li> </ul>
Spring 2	<p>Recount (Diary of King of the Wild Things)</p> <p>Balanced argument – written and oral outcome (Deforestation)</p>	<ul style="list-style-type: none"> <li>• <i>Can use adverbs of time and place</i></li> <li>• <i>Using commas to separate items in a list</i></li> <li>• <i>Can use an apostrophe for contracted forms and singular possession</i></li>   <li>• <i>Can use repetition in writing for effect</i></li> <li>• <i>Can use rhetorical questions – accurate use of question marks</i></li> <li>• <i>Can use second person accurately in a text (you)</i></li> <li>• <i>Can write about real events</i></li> <li>• <i>Can understand the difference between fact and opinion</i></li> <li>• <i>Can change the meaning of words using prefixes (-un)</i></li> </ul>

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Summer 1	<p>Biography (Florence Nightingale or Mary Seacole)</p> <p>News Report (George's Marvellous Medicine)</p>	<ul style="list-style-type: none"> <li>• Can write consistently in past and present tense</li> <li>• Can use progressive forms of verbs (-ing verbs)</li> <li>• Can use prefixes and suffixes (-ful, -less, -er and -est)</li> <li>• Can write longer pieces to build stamina</li> <li>• Can form nouns using suffixes (-ness, -er)</li> </ul> <ul style="list-style-type: none"> <li>• Can use structural features (headline, name of paper, orientation with 5 Ws, columns, photo + caption)</li> <li>• Can identify different tenses, using past tense and present tense accurately – check and review for consistency.</li> <li>• <i>Progressive tense</i></li> </ul>
Summer 2	<p>Persuasive Letter (Littering at the river)</p> <p>Poem – Kenning or Shape, written or oral (Rivers)</p>	<ul style="list-style-type: none"> <li>• Can talk about own writing, evaluating effectiveness of speech</li> <li>• Can use lists of three for impact</li> <li>• Can use adverbs of manner (quickly, carefully, immediately)</li> <li>• Can use additional and contrasting connectives</li> <li>• Use short sentences for impact</li> <li>• Can use exclamation marks to grab the reader's attention</li> </ul> <ul style="list-style-type: none"> <li>• Can use similes to compare an animal</li> <li>• Can perform their own work using a range of strategies (volume, pace, facial expressions, body language)</li> <li>• Can use a given structure (similes or alliteration in lines within stanzas)</li> <li>• Can use repetition for effect</li> <li>• Can make writing lively and interesting for the reader/listener using adventurous vocabulary</li> </ul>

## Years 3 and 4 Writing Map

Term	Genre of Writing	Features to focus on
Autumn 1	<p>Instruction Writing (Recipe for friendship)</p> <p>Fact File (Ancient Artefacts)</p> <p>Narrative – Retell (Stone Age Boy)</p>	<ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Adverbs</li> <li>• Time connectives</li> <li>• Non-standard units of measure (punch, dash, dollop, oodles)</li>   <li>• Can paragraph basing information on subheadings and relevance</li> <li>• Can use structural text markers (headings, subheading, bullet points, tables)</li> <li>• Can use cohesion to link ideas (connecting adverbs such as similarly, likewise, interestingly)</li> <li>• Can use <i>prepositional phrases</i> to add detail to sentences</li>   <li>• Can organise ideas into paragraphs</li> <li>• Can use different sentence types (statement, question, command, exclamatory sentence) with appropriate starting and final punctuation</li> <li>• Can use adverbs of manner to convey dialogue</li> <li>• Can use opening sentences (setting a mood with description)</li> <li>• Can use noun phrases (include precise adjectives, determiner + adjective + noun, <i>mention expanded noun</i>)</li> <li>• Can use <i>fronted adverbials</i> (time, place and manner)</li> </ul>
Autumn 2	<p>Newspaper Report (Discovery of fire)</p> <p>Recount (School trip)</p>	<ul style="list-style-type: none"> <li>• Can use Standard English (a/an)</li> <li>• Can organise ideas into paragraphs</li> <li>• Can use inverted commas for quotations (with powerful speech verbs)</li> <li>• Can use opening sentences (giving information as part of an orientation)</li> <li>• Can identify and use a range of pronouns and personal pronouns</li>   <li>• Can recap Standard English (subject and verb agreement)</li> <li>• Can use apostrophes with plural nouns</li> <li>• Can use appropriate choices of pronouns and nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Expanded noun phrases</li> </ul>

Term	Genre of Writing	Features to focus on
Spring 1	<p>Advert (Job for an explorer)</p> <p>Non-chronological Report (Windrush)</p>	<ul style="list-style-type: none"> <li>• Can use the more..., the more sentences (see Alan Peat)</li> <li>• Can separate lists of three adjectives with commas</li> <li>• Can take a viewpoint in writing</li> <li>• Can use rhetorical questions</li> <li>• Can write in third person</li> <li>• Can use a range of conjunctions</li> <li>• Can use simple, compound and complex sentences</li> <li>• Organisational features such as headings, subheadings, lists with bullet points</li> </ul>
Spring 2	<p>Poetry (Weather – Imitation of The Magic Box by Kit Wright)</p> <p>Recount (Diary of an explorer)</p>	<ul style="list-style-type: none"> <li>• Can determine the difference between a phrase and a clause</li> <li>• Can create double adjective sentences</li> <li>• Can use powerful verbs for action</li> <li>• Can use personification (see Alan Peat for weather ideas)</li> <li>• Can perform their own work using a range of strategies (intonation, volume, pace, facial expressions, body language, gestures, use of props/instruments)</li> <li>• Can use paired conjunctions within sentences (see Alan Peat)</li> <li>• Can use adverbs of purpose and frequency</li> <li>• Can use appropriate tenses (reflecting on past, present and future actions, using simple and progressive)</li> <li>• Can identify and use clauses in simple and compound sentences.</li> <li>• Can use complex sentences by using subordinate clauses and subordinating conjunctions</li> </ul>

Term	Genre of Writing	Features to focus on
Summer 1	<p>Recount (School trip to Colchester Castle)</p> <p>First Person Narrative (Queen of Darkness)</p>	<ul style="list-style-type: none"> <li>• 1-2 weeks</li> <li>• Standard English</li> <li>• Emotions as sentence starters – Alan Peat</li> <li>• Expanded noun phrases recap</li> <li>• Can use inverted commas, appropriate speech verbs and interesting speech tags</li> <li>• Can use apostrophes <i>for possession</i> and contraction more consistently</li> <li>• <i>Can show not tell with adverbials of manner (convey emotion with –ed and –ing words in adverbials)</i></li> <li>• <i>Can use ellipsis to indicate a pause</i></li> <li>• Can use increasing range of cohesion (fronted adverbials, connecting adverbs and repetition for linking ideas)</li> <li>• Last word first word (see Alan Peat)</li> <li>• Can use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Can use a range of punctuation accurately for cohesion and succinct writing</li> <li>• 2 Pair Adjectives (see Alan Peat)</li> </ul>
Summer 2	<p>Poetry – Free Verse (Electricity)</p> <p>Persuasive Speech (Perspective of Boudicca – oracy focus)</p>	<ul style="list-style-type: none"> <li>• Can use commas so separate items in lists</li> <li>• Can use similes and onomatopoeia</li> <li>• Can differentiate between nouns, verb, adjectives and adverbs</li> <li>• Can use 3 –ed sentences (see Alan Peat)</li> <li>• Can add –ing to verbs to make adjectives</li> <li>• Can build on a simile with –ing verbs</li> <li>• <i>Can use metaphors</i></li> <li>• Can perform their own work using a range of strategies (intonation, volume, pace, facial expressions, body language, gestures, use of props/instruments)</li> <li>• Can use adverbs of <i>frequency and possibility</i></li> <li>• Can use the present perfect form of verbs in contrast to the past tense</li> <li>• <i>Can use a range of modal verbs (may, might, must, can, could)</i></li> <li>• Emotive language</li> <li>• Rhetorical questions</li> <li>• Key persuasive phrases</li> </ul>

## Years 5 and 6 Writing Map

Term	Genre of Writing	Features to focus on
Autumn 1	<p>Diary (From the perspective of Guy Fawkes)</p> <p>Recount (Court reporter)</p>	<ul style="list-style-type: none"> <li>• Can use rhetorical questions</li> <li>• Can identify and use a range of sentence types (statement, question, command)</li> <li>• Can use an informal tone with speech-like phrases, speculative sentence starters and colloquialisms.</li> <li>• Can use appropriate tenses – simple, progressive, perfect</li> <li>• Using a single dash in a sentence</li> <li>• Can use apostrophes for possession and contraction</li>   <li>• <i>Can explore formality shifts in parenthesis by giving opinions and using personal pronouns)</i></li> <li>• <i>Can use contrasting description within the same sentence and paragraph</i></li> <li>• One word/phrase : definition (see Alan Peat)</li> <li>• Shifts in formality</li> <li>• Can use a variety of sentence openers (contrasting and opposing connectives, reinforcing connectives)</li> <li>• <i>Can use contrasting description within the same sentence and paragraph</i></li> </ul>
Autumn 2	<p>Balanced Argument (Is Camp Green Lake an effective form of rehabilitation?)</p> <p>Comparison Text (Crime and punishment through time)</p>	<ul style="list-style-type: none"> <li>• Can use a variety of sentence openers (contrasting and opposing connectives, reinforcing connectives)</li> <li>• Can understand how to use relative pronouns</li> <li>• Prepositions</li> <li>• Can use contrast, additional detail and explanation</li> <li>• Can add suffixes to words to change meaning and change word class (create word banks with examples such as rehabilitate + -tion = rehabilitation, crime → criminal, link in with spellings)</li> <li>• <i>Can identify and use the subjunctive form (If the convicts were to experience better treatment, ...)</i></li>   <li>• Can avoid ambiguity with punctuation including commas <i>and hyphens (well-consider, less-than-helpful)</i></li> <li>• <i>Can affect the emotions of the audience</i></li> <li>• <i>Causal and contrasting connectives</i></li> <li>• <i>Secure colons and semi-colons</i></li> </ul>

Term	Genre of Writing	Features to focus on
Spring 1	<p>Newspaper Report (Natural Disaster)</p> <p>Non-Chronological Report (Weather)</p>	<ul style="list-style-type: none"> <li>• Can use a range of relative pronouns to form relative clauses (explicit mention of who vs whom)</li> <li>• Can use a range of prepositions</li> <li>• Can use knowledge of subject and object to convert between active and passive voice</li> <li>• Can use Standard English, focusing on subject and verb agreement</li> <li>• Can use a range of structural devices to structure texts (columns, captions for photographs, orientation, reorientation)</li> <li>• Can use speech punctuation accurately for directed and reported speech</li>   <li>• Can use adverbs and adverbials of manner, purpose and frequency</li> <li>• Colons and semi-colons focus</li> <li>• Commas for clarity</li> <li>• Commas to demarcate clauses</li> <li>• Commas after fronted adverbials</li> <li>• <i>Can use embedded adverbials</i></li> </ul>
Spring 2	<p>Narrative Poetry (The Highway Man – oracy focus)</p> <p>Writing to describe a narrative (Ruin)</p>	<ul style="list-style-type: none"> <li>• Can borrow writer’s/performer’s techniques from books, screen or stage</li> <li>• Can perform their own work using a range of strategies (intonation, volume, pace, facial expressions, body language, gestures, use of props/instruments)</li> <li>• Can use stanzas to organise ideas around a theme</li> <li>• Can use extended similes and personification – maintaining a theme throughout (love, death, jealousy)</li> <li>• Can use powerful adjectives, considering synonyms and antonyms</li> <li>• Can use hyphens to form compound nouns and adjectives</li> <li>• <i>Can consider sound in delivery (assonance and consonance)</i></li>   <li>• Can balance writing between action, description and dialogue</li> <li>• Can use vivid description (use of synonyms for repetition, the five senses, flashbacks)</li> <li>• Can use third person to reflect on character’s thoughts and feelings</li> <li>• Can use asides to shift formality and address the reader</li> <li>• <i>Can use more than one subordinate clause successfully in a complex sentence</i></li> </ul>

