



# Writing Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	N/A		
Year 1	Autumn 1	<p><b>Genres:</b> Descriptive Sentence &amp; Character Description</p> <p><u>Rationale</u> Children begin the year by exploring simple sentence structures and the associated punctuation of capital letters and full stops. They study the sense of a sentence and are introduced to adjectives to use to describe objects and characters. This will set the foundation for all future writing, as the focus is on communicating meaning and the sense of a sentence.</p>	A range of stories shared in EYFS.
	Autumn 2	<p><b>Genres:</b> Simple Narrative &amp; Weather report &amp; Animal fact file</p> <p><u>Rationale</u> Children continue to communicate meaning using a simple sentence structure. They use the class novels to base a simple narrative upon. They are then introduced to question marks, non-fiction writing and how to use words and phrases appropriate to the task and topic when writing a report and fact file. This allows children to write for different purposes and to build upon newly-developed skills.</p>	Simple sentence structures and adjectives are studied in Autumn 1.
	Spring 1	<p><b>Genres:</b> Character Description &amp; Simple Narrative</p> <p><u>Rationale</u> Children return to character descriptions and simple narratives, building upon the work in the Autumn term. They are introduced to grouping related ideas and the importance of sequencing ideas to create a narrative. This allows children to further consolidate skills from the Autumn term.</p>	Character Description – Autumn 1 Simple Narrative – Autumn 2
	Spring 2	<p><b>Genres:</b> Instructions</p> <p><u>Rationale</u> During a shorter half term, children will study instructions. They will be introduced to a structure plan, using pictures and will add details to nouns using prepositions. This will allow children to revisit non-fiction writing, but this time for a different purpose.</p>	



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	Summer 1	<p><b>Genres:</b> Poetry &amp; A simple narrative</p> <p><b>Rationale</b> Children will listen to a range of poetry styles and will begin to write and perform their own for the first time. They will begin to join sentences and clauses using 'and' in their narratives and will consolidate previously taught skills. This allows children to become even more aware of audience and purpose.</p>	Simple Narrative – Autumn 2 and Spring 1
	Summer 2	<p><b>Genres:</b> Diary &amp; Non-chronological report</p> <p><b>Rationale</b> Children use all previously taught skills and are introduced to time conjunctions to sequence events. They look at the importance of layout for different text types and continue to show and awareness of audience and purpose.</p>	
Year 2	Autumn 1	<p><b>Genres:</b> Narrative recount &amp; Character description &amp; Instructions</p> <p><b>Rationale</b> Children begin Y2 with a familiar narrative style. They are introduced to the subordinating conjunction 'because', commas for lists and commands. They also use adjectives to form simple noun phrases. Combining these skills together, children communicate meaning for different purposes.</p>	Year 1 – Simple Narratives, Character Descriptions & Instructions
	Autumn 2	<p><b>Genres:</b> Poem &amp; Diary entry</p> <p><b>Rationale</b> Children extend their writing further, using the co-ordinating conjunctions 'and', 'but' or 'so' and the subordinating conjunctions 'if', 'when', 'because' and 'although'. They also use adverbs to start a sentence. Using these skills in genres that they have studied before, allows children to consolidate skills with confidence.</p>	Year 1 – Poem & Diary Entry
	Spring 1	<p><b>Genres:</b> Non-chronological report &amp; Setting Description</p> <p><b>Rationale</b> Children begin to focus upon the tense of their writing, a wider range of adverbs and apostrophes for omission. Their writing</p>	Year 1 – Non-chronological Report



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		toolkit is developing and allowing them to write for a range of audiences and purposes.	
	Spring 2	<p><b>Genres:</b> Recount letter</p> <p><u>Rationale</u> In a shorter half-term, children are introduced to letter writing. They use statements, questions and commands, as well as the present progressive form. Children think carefully about the layout of their writing and the audience and purpose.</p>	
	Summer 1	<p><b>Genres:</b> Character description &amp; Setting description</p> <p><u>Rationale</u> Children revisit character and setting descriptions. They use more adventurous vocabulary and consolidate all previously taught skills. The importance of proof-reading is introduced to check for errors with spelling, punctuation and grammar.</p>	<p><b>Year 1 – Character Description</b> <b>Year 2 – Setting Description</b></p>
	Summer 2	<p><b>Genres:</b> Letter of complaint &amp; Narrative</p> <p><u>Rationale</u> Children continue to widen the range of conjunctions used and consolidate all taught skills in these two genres.</p>	<b>Year 1&amp;2 - Narrative</b>
Year 3	Autumn 1	<p><b>Genres:</b> Character description &amp; Setting description</p> <p><u>Rationale</u> Children begin KS2 with two familiar genres. They use organisational features (headings and subheadings) in non-fiction writing and add apostrophes for singular possession and omission to their writing toolkit.</p>	<p><b>Year 1&amp;2 – Narrative</b> <b>Year 1&amp;2 – Setting Description</b></p>
	Autumn 2	<p><b>Genres:</b> Narrative &amp; Non-chronological report &amp; Poetry</p> <p><u>Rationale</u> Children bring character and setting descriptions together in a narrative. They express time and place with the use of conjunctions, adverbs and prepositions. They begin to expand noun phrases and they use paragraphs to group related material. Using previously studied genres allows children to explore new skills.</p>	<p><b>Year 1&amp;2 – Narrative</b> <b>Year 1&amp;2 – Non-Chronological Report</b></p>



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	Spring 1	<p><b>Genres:</b> Letter &amp; Newspaper</p> <p><b>Rationale</b> Children are introduced to the present perfect verb form and the importance of layout for non-fiction. They continue to expand noun phrases, use paragraphs and express time and place in a variety of ways.</p>	Year 2 -Letter
	Spring 2	<p><b>Genres:</b> Instructions &amp; Poetry</p> <p><b>Rationale</b> In a shorter half term, children study one genre of writing. They study a variety of sentence types and continue to include a wider range of conjunctions in their writing.</p>	Year 2 – Instructions
	Summer 1	<p><b>Genres:</b> Diary Entry &amp; Persuasive Advert</p> <p><b>Rationale</b> Children revisit diary entries for the first time in KS2. They embed all previously taught content, whilst making careful choices with vocabulary to add detail. They continue to write for different purposes and showing an awareness of the reader with their writing toolkit choices.</p>	Year 2 – Diary Entry
	Summer 2	<p><b>Genres:</b> Narrative &amp; Email</p> <p><b>Rationale</b> Children end the year by embedding all writing skills in a narrative. They explore using dialogue to add more detail to the story and characters and using the associated punctuation. They secure their non-fiction writing style by choosing and using relevant content and layout.</p>	Year 1&2 - Narrative
Year 4	Autumn 1	<p><b>Genres:</b> Newspaper report &amp; Non-chronological report</p> <p><b>Rationale</b> Children begin Y4 by revisiting two previously studied genres. They consolidate their writing toolkit skills and become more independent in their use of paragraphs and layout.</p>	<p>Year 3 – Newspaper Report</p> <p>Year 1&amp;2&amp;3 – Non-chronological Report</p>
	Autumn 2	<p><b>Genres:</b> Character description &amp; Instructions &amp; Dialogue</p> <p><b>Rationale</b></p>	Year 1&2&3 – Character Description



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		Children study deliberately chosen vocabulary to create a desired effect, while using pronouns to aid cohesion. They are introduced to fronted adverbials (using commas) and adding to dialogue with description and behaviour. They are expected to use the full range of speech punctuation accurately.	
	Spring 1	<p><b>Genres:</b> Persuasive advert</p> <p><u>Rationale</u> In a shorter half term, children explore exaggeration with expanded noun phrases. They study using adverbs to show possibility and degree and consolidate previously taught skills.</p>	<b>Year 3 – Persuasive Advert</b>
	Spring 2	<p><b>Genres:</b> Non-chronological report &amp; Diary Entry</p> <p><u>Rationale</u> Children use a range of fronted adverbials throughout both genres. They continue to consolidate using deliberately chosen vocabulary to create a desired effect. They continue to use a range of sentence types for effect and to consolidate skills already taught.</p>	<b>Year 1-4 – Non-chronological Report</b> <b>Year 3 – Diary Entry</b>
	Summer 1	<p><b>Genres:</b> Narrative &amp; Persuasive letter</p> <p><u>Rationale</u> Children work on securing all skills to write for effect. They have previously produced persuasive adverts and now combine these skills to produce a persuasive advert.</p>	<b>Year 1-4 - Narrative</b> <b>Year 3&amp;4 – Persuasive Advert</b>
	Summer 2	<p><b>Genres:</b> Explanation &amp; Narrative</p> <p><u>Rationale</u> Children continue to consolidate skills through different genres. They continue to use the full range of speech punctuation and dialogue for a purpose. They study explanation texts for the first time and use Standard English to communicate meaning.</p>	<b>Year 1-4 - Narrative</b>
<b>Year 5</b>	<b>Autumn 1</b>	<p><b>Genres:</b> Instructions &amp; Diary entry &amp; Setting description</p> <p><u>Rationale</u> Children begin Year 5 with familiar genres. They are introduced to relative clauses to add details and use the full range of subordinating conjunctions.</p>	<b>Year 1-4 – Instructions</b>



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	<b>Autumn 2</b>	<p><b>Genres:</b> Non-chronological report &amp; Narrative</p> <p><b>Rationale</b> Children use familiar genres to continue to select appropriate writing skills for audience and purpose. They study the use of bullet points in non-fiction writing as well as the use of technical vocabulary. They experiment with varying sentence length for effect and study relative clauses with omitted pronouns.</p>	<p><b>Year 1-4 – Non-chronological Report</b></p> <p><b>Year 1-4 – Narrative</b></p>
	<b>Spring 1</b>	<p><b>Genres:</b> Newspaper report</p> <p><b>Rationale</b> In a short half term, children study using modal verbs to indicate degrees of possibility. They also study using brackets, dashes and commas for parenthesis providing essential detail to their intended audience.</p>	<b>Year 3&amp;4 – Newspaper Report</b>
	<b>Spring 2</b>	<p><b>Genres:</b> Narrative &amp; Balanced Argument</p> <p><b>Rationale</b> Children embed previously taught content, whilst experimenting with describing setting, character and plot to create a desired effect and atmosphere. They write a balanced argument for the first time, applying skills and Standard English accurately, particularly paragraph structuring.</p>	<b>Year 1-5 – Narrative</b>
	<b>Summer 1</b>	<p><b>Genres:</b> Non-chronological report &amp; Persuasive Text</p> <p><b>Rationale</b> Children embed previously taught content, using the correct layout for the genres studied. In narrative writing, they experiment with interrupted speech and the associated punctuation.</p>	<p><b>Year 1-5 – Non-chronological Report</b></p> <p><b>Year 3-4 - Persuasive</b></p>
	<b>Summer 2</b>	<p><b>Genres:</b> Narrative &amp; Biography</p> <p><b>Rationale</b> Children are introduced to conjunctive adverbs to make additional, similar and opposite points. They secure the use of new punctuation (brackets, dashes and commas for parenthesis) and the use of relative clauses, both with and without pronouns. Children study biographies for the first time</p>	<b>Year 1-5 – Narrative</b>



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		where they can apply their knowledge writing in a particular person.	
Year 6	Autumn 1	<p><b>Genres:</b> Non-chronological report &amp; Setting Description</p> <p><u>Rationale</u> Children use the full range of writing skills studied throughout KS2 to produce a familiar genre. They study similes and personification in descriptive writing and make accurate vocabulary choices.</p>	<p><b>Y1-5 – Non-chronological Report</b> <b>Y1,2,3&amp;5 – Setting Description</b></p>
	Autumn 2	<p><b>Genres:</b> Flashback narrative &amp; Informal letter</p> <p><u>Rationale</u> Children experiment with different styles of writing within one piece by producing a flashback narrative. They continue to expand their range of figurative language and are introduced to the use of the semi colon to mark the boundary between independent clauses and for lists.</p>	<p><b>Y1-5 – Narrative</b></p>
	Spring 1	<p><b>Genres:</b> Instructions &amp; Newspaper report</p> <p><u>Rationale</u> Children look at the use of the passive voice to affect the presentation of information in a sentence and study how to maintain formality throughout a piece of writing. They continue to consolidate skills from the autumn term to produce effective pieces of writing.</p>	<p><b>Y1-5 - Instructions</b> <b>Y3-5 – Newspaper Report</b></p>
	Spring 2	<p><b>Genres:</b> Persuasive leaflet &amp; Speech for characterisation (narrative)</p> <p><u>Rationale</u> In a short half term, children produce persuasive writing that includes previously taught content, plus using colons to introduce semi colon lists. Language is key to draw the reader's attention to key points.</p>	<p><b>Y3-5 – Persuasive Writing</b> <b>Y1-6 - Narrative</b></p>
	Summer 1	<p><b>Genres:</b> Biography</p> <p><u>Rationale</u> Children continue to apply taught skills and change the position of clauses to have maximum effect on the reader. They use the correct punctuation for bullet points and continue to</p>	<p><b>Y5 – Biography</b></p>



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		embed formal language and punctuation, including conjunctive adverbs, the passive voice and semi colons.	
	Summer 2	<b>Genres:</b> Narrative x2 <b>Rationale</b> Children use all taught skills to create the desired effect on the reader.	<b>Y1-6 - Narrative</b>