



# Writing Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	N/A		
Year 1	Autumn 1	<p><b>Genres:</b> PVPG &amp; Animal Fact File</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 and rhymes shared in EYFS.
	Autumn 2	<p><b>Genres:</b> Simple Narrative &amp; Character Description</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 &amp; Setting Description</p> <p><u>Rationale</u> During a shorter half term, children will study instructions. They will be introduced to the structure, using pictures and will add details to nouns using adjectives and prepositions. This will allow children to revisit non-fiction writing, for a different purpose.</p>	Settings will have been explored through EYFS.
	Summer 1	<p><b>Genres:</b> Poetry &amp; A simple narrative</p> <p><u>Rationale</u> Children will focus on the acrostic style of poetry, (none rhyming) and will begin to write and perform their</p>	Simple Narrative – Autumn 2 and Spring 1



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		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. Children will consolidate the use of adjectives to add detail to nouns	Poetry – Nursery rhymes in EYFS
	Summer 2	<b>Genres:</b> Diary & Non-chronological report <u>Rationale</u> 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.	
Year 2	Autumn 1	<b>Genres:</b> PVPG & Non-chronological report <u>Rationale</u> Children begin Y2 with a familiar non-fiction style. They are introduced to the co-ordinating conjunctions 'and', 'but' and 'or' as well as the sub-ordinating conjunction 'because'. They also use adjectives to form noun phrases. Combining these skills together, children communicate meaning for different purposes.	Year 1 – Non-chronological report
	Autumn 2	<b>Genres:</b> Character Description & List Poems <u>Rationale</u> Children extend their writing further, using the sub-ordinating conjunctions 'when', 'if' or 'that'. They also use adverbs to start a sentence. Using commas in lists is introduced along with the use of apostrophes for singular possession. Applying these skills in genres that they have studied before, allows children to consolidate skills with confidence.	Year 1 – Poem & Character description
	Spring 1	<b>Genres:</b> Instructions & Narrative Recount <u>Rationale</u> Previously taught skills of co-ordinating conjunctions, noun phrases and subordinating conjunctions are revisited and applied. They use commands and questions with purpose and consolidate the use of commas in lists. ,	Year 1 – Simple narrative
	Spring 2	<b>Genres:</b> Recount letter <u>Rationale</u> Children are introduced to letter writing. Children begin to focus upon the tense of their writing They use statements, questions and commands, as well as the present progressive form. Apostrophes for contracted forms are introduced. Children think carefully about the layout of their writing and the audience and purpose. The previously taught skill of using co-ordinating conjunctions, is re-visited	Year 2
	Summer 1	<b>Genres:</b> Character description & Explanation Text	Year 1 and 2 –



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		<u>Rationale</u> Children revisit character descriptions. They use more adventurous vocabulary and consolidate all previously taught skills. The use of adverbs to begin a sentence is taught. The importance of proof-reading is introduced to check for errors with spelling, punctuation and grammar.	Character Description
	Summer 2	<b>Genres:</b> Short burst writing consolidation of skills & Narrative <u>Rationale</u> Children continue to widen the range of conjunctions used and consolidate all taught skills in these two genres. A narrative with a beginning, middle and end is composed	Year 1&2 - Narrative
Year 3	Autumn 1	<b>Genres:</b> PVPG and Non-chronological reports <u>Rationale</u> Children begin KS2 with a familiar genre. They use organisational features (headings and subheadings) in non-fiction writing and add apostrophes for singular possession and omission to their writing toolkit. Use of conjunctions of time, place and cause are extended to include 'when', 'before', 'after', 'while', 'so' and 'because'. The use of a or an is taught.	Year 1&2 – Non-chronological report
	Autumn 2	<b>Genres:</b> Setting Description and Instructions <u>Rationale</u> Children bring character and setting descriptions together in a narrative. They express time, place and cause through 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. <b>Children select and use a variety of sentence types in their compositions.</b>	Year 1 – Setting description Year 2 - Instructions
	Spring 1	<b>Genres:</b> Letter & Character description <u>Rationale</u> Children are introduced to the present perfect verb form and the importance of layout for non-fiction (letters). They continue to expand noun phrases, use paragraphs and express time and place in a variety of ways. A focus is made on the use of nouns and pronouns to avoid repetition.	Year 2 -Letter Year 1 and 2 – Character description
	Spring 2	<b>Genres:</b> Poet Study (Pie Corbett) <u>Rationale</u> In a shorter half term, children study one genre of writing. They focus on vocabulary choices to add detail and description through a poet study.	Year 1 and 2 - Poetry
	Summer 1	<b>Genres:</b> Diary Entry & Persuasive Advert	Year 1 – Diary Entry



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		<u>Rationale</u> 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.	Year 2 – Narrative recount
	Summer 2	<b>Genres:</b> Narrative <u>Rationale</u> 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 fiction writing style by expanding detail / description / explanation of events through careful choice of vocabulary.	Year 1&2 - Narrative
Year 4	Autumn 1	<b>Genres:</b> PVPG & Non-chronological report <u>Rationale</u> Children begin Y4 by revisiting a familiar genre. They consolidate their writing toolkit skills and become more independent in their use of layout. They use present perfect form of verbs instead of the simple past. Apostrophes for plural possession are introduced.	Year 1&2&3 – Non-chronological Report
	Autumn 2	<b>Genres:</b> Persuasion and Setting Description (Short Burst Writing) & Character description <u>Rationale</u> Children study deliberately chosen vocabulary to create a desired effect, while using pronouns to aid cohesion. They are introduced to fronted adverbials (using commas). The use of pronouns to avoid repetition is consolidated. The use of correctly punctuated dialogue to build a character is developed.	Year 1&3 –Setting Description Year 3 – Persuasion Year 1, 2 and3 Character description
	Spring 1	<b>Genres:</b> Persuasive advert <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.	Year 3 and 4 – Persuasive
	Spring 2	<b>Genres:</b> Non-chronological report & Narrative <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. Adding to dialogue with description and behaviour. They are expected to use the full range of speech punctuation accurately..	Year 1-4 – Non-chronological Report Year 1-4 – Narrative
	Summer 1	<b>Genres:</b> Diary entry & Persuasive letter	Year 3 – Diary Entry



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		<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 letter.	<b>Year 3&amp;4 – Persuasive Advert</b>
	<b>Summer 2</b>	<b>Genres:</b> Explanation & Narrative <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.	<b>Year 1-4 – Narrative</b>
<b>Year 5</b>	<b>Autumn 1</b>	<b>Genres:</b> PVPG & Explanation Text or Non-chronological report <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. The use of topic sentences to build cohesion is taught. Bullet points and colons are used to list. Commas are used to mark phrases or clauses when opening sentences and mark embedded clauses	<b>Year 4 – Explanation</b>  <b>Year 1-4 Non-chronological report</b>
	<b>Autumn 2</b>	<b>Genres:</b> Diary & Instructions <u>Rationale</u> Children use familiar genres to continue to select appropriate writing skills for audience and purpose. They study the use of bullet points and colons 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.	<b>Year 3 and 4 – Diary</b> <b>Year 3 - Instructions</b>
	<b>Spring 1</b>	<b>Genres:</b> Newspaper report <u>Rationale</u> 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.	
	<b>Spring 2</b>	<b>Genres:</b> Setting Description & Poet study (Valerie Bloom) <u>Rationale</u> Children embed previously taught content, whilst experimenting with describing setting to create a desired effect and atmosphere. Vocabulary is carefully chosen to to create a desired effect through personification, similes and metaphors.	<b>Years 1, 3 and 4 - Setting description</b> <b>Years 1- 4 Poetry</b>
	<b>Summer 1</b>	<b>Genres:</b> <u>Narrative (perspectives) &amp; Balanced argument / persuasion</u> <u>Rationale</u> They write a balanced argument for the first time, applying skills and Standard English accurately,	<b>Year 1-5 – Narrative</b> <b>Y3-4 – Persuasive Writing</b>



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		particularly paragraph structuring. 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.	
	Summer 2	<p><b>Genres:</b> Biography &amp; Narrative</p> <p><u>Rationale</u> 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 where they can apply their knowledge writing in a particular person.</p>	Years 1-4 - Narrative
Year 6	Autumn 1	<p><b>PVGP</b></p> <p><b>Genres:</b> 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>	Y1 - 5 – Setting Description
	Autumn 2	<p><b>Genres:</b> Informal letter and Non-chronological report</p> <p><u>Rationale</u> They consolidate maintaining the degree of formality throughout a piece of writing.</p>	Y1-5 – Non-chronological Report
	Spring 1	<p><b>Genres:</b> Newspaper report &amp; Narrative (Speech for characterisation)</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. Work is organised and paragraphs are opened with topic sentences. They continue to consolidate skills from the autumn term to produce effective pieces of writing including expanding their range of figurative language.</p>	Y3-5 – Newspaper Report Y1-5 – Narrative
	Spring 2	<p><b>Genres:</b> Persuasive leaflet and 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. In narrative, children apply all previously learnt punctuation and grammatical techniques.</p>	Y3-5 – Persuasive Writing Y1-5 – Narrative
	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</p>	Year 5 - Biography



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		the reader. They use dashes to separate clauses in informal writing and use verb tenses consistently and correctly. They secure the use of the passive voice and the subjunctive form	
	Summer 2	<b>Genres:</b> Narrative and Poetry <u>Rationale</u> <b>Children continue to use previously taught punctuation correctly. In poetry, they apply skills for effect.</b>	<b>Y1-5 – Narrative</b> <b>Y1-5 – Poetry</b>