# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| **N** | | In Nursery, early writing begins with a strong focus on developing the physical skills needed for future writing. Children take part in a wide range of activities designed to strengthen the muscles in their hands, fingers, and shoulders, such as threading, playdough, tweezers, painting, and other fine motor tasks. These experiences help children develop the control and coordination needed for effective pencil grip and writing in the future. Alongside physical development, children are encouraged to build their communication and language skills through songs, stories, conversations, and imaginative play. A rich vocabulary is developed through meaningful interactions, helping children express their ideas, thoughts, and experiences with increasing confidence.<br><br>Throughout the Autumn term, children begin to explore mark-making in a variety of ways. They experiment with different tools and materials, making marks both indoors and outdoors. These early marks may represent their ideas, stories, or observations and help children understand that marks can carry meaning.<br><br>As children progress through the year, they begin to develop greater control over their movements and marks. They are encouraged to create purposeful drawings, patterns, and shapes, while continuing to strengthen the skills needed for writing. Children also begin to recognise and explore the shapes and sounds of some letters through playful, hands-on experiences.<br><br>By the Summer term, many children show increased confidence in their mark-making and early writing. They are able to use a range of tools with greater control, begin to form some recognisable letter shapes, and use marks, drawings, and emerging letter formation to communicate their ideas. These experiences provide a strong foundation for the transition into Reception and the next stage of their writing journey. | |
| **R** | | Writing in Reception begins with a strong focus on oral composition. Children are encouraged to think of and articulate their own ideas, often rehearsing sentences aloud before recording them. This early stage supports children in developing confidence with language and understanding how sentences are structured. Alongside this, children begin simple dictation tasks on whiteboards, applying their growing phonetic knowledge to segment words and represent sounds, reinforcing the link between speaking, hearing, and writing.<br><br>As children move through the Autumn term, particularly by Autumn 2, this early mark-making and oral rehearsal develops into more structured writing. Children begin to write simple dictated sentences in their writing books, with adult modelling and support. At this stage, there is an emphasis on accurately representing sounds using phonics and beginning to form recognisable marks, while still being scaffolded through shared and guided writing experiences.<br><br>During the Spring term, children's writing becomes more varied and purposeful within provision. Writing is often embedded through different forms such as labels, bubble maps, flow charts, and simple captions. These opportunities allow children to apply their writing skills across the curriculum in a meaningful way, supporting both their understanding of language and their ability to communicate ideas. Children are increasingly able to write independently, using their phonetic knowledge to attempt unfamiliar words.<br><br>By the Summer term, children show greater independence and stamina in writing. They are able to write longer dictated sentences with minimal support and increasingly compose their own sentences based on their ideas. At this point, writing reflects a growing confidence in sentence construction, phonetic spelling and the ability to convey meaning clearly. | In Nursery, children will have had opportunities to develop fine and gross motor skills in preparation for mark making.<br><br>Children begin oral composition through small world play and re-telling of familiar stories. |

# Writing
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|---|---|---|---|
| | PVPG | **At the beginning of each year, children in Year 1 to Year 6 will learn the Place Value of Punctuation and Grammar (PVPG)** — an approach that focuses on the foundations of writing: grammar and punctuation. Punctuation and grammar are the building blocks of successful writers. Without a secure grasp of them, children often struggle with sentence structure, making it much harder for them to produce cohesive stories, letters and reports that readers can understand and enjoy. To reflect its importance, the Place Value of Punctuation and Grammar (PVPG) will be the very first unit taught in Years 2 - 6 and will be revisited regularly across the curriculum.<br>By the end of each Place Value of Punctuation and Grammar unit, children will recognise the parts of speech that make up an independent clause. They will understand that independent clauses form single-clause sentences and that sentences must be punctuated with a capital letter and a full stop. An independent clause has a subject and a verb and makes sense on its own. In order to recognise an independent clause, children will be taught to firstly identify the verb. Children will be taught to secondly identify the subject. Children will be taught to recognise that this is a single-clause sentence made up of one independent clause, and that sentences need to be punctuated with a capital letter and a full stop. In addition, children will be taught to identify other parts of speech that are not essential to an independent clause but add further detail.<br>**In Year 2 – Year 6**, children will also learn that two independent clauses can be joined with a co-ordinating conjunction (for, and, but, yet, so) to form a multi-clause sentence. | |
| **Year 1** | **Autumn** | **Fact File**<br>This unit, based on the theme of ourselves, provides a familiar and engaging context for pupils to write simple, meaningful sentences about themselves while developing early writing skills. Pupils will practise using capital letters and full stops to punctuate simple sentences accurately embedding secure sentence demarcation. They will use words and phrases appropriate to the task and topic, selecting simple vocabulary to describe their appearance and preferences, and will begin to join ideas using 'and'. The unit also reinforces the correct use of a capital letter for the pronoun I, supporting grammatical accuracy. Through this outcome, pupils will create a short fact file about themselves, building confidence in writing clear sentences for a real purpose while securing key foundational skills.<br><br>**Character Description**<br>This unit, based on The Colour Monster, provides a simple and engaging context for pupils to develop early descriptive writing skills. Pupils will practise leaving clear spaces between words and punctuating sentences using capital letters and full stops to support accurate sentence demarcation. They will write using simple sentence structures, building confidence in forming clear, complete ideas. Pupils will also begin to use adjectives to add detail, both in labels and within sentences, helping to describe different emotions. Through this outcome, pupils will produce a simple character description that combines basic grammar skills with early vocabulary development in a meaningful and visual context. | **Fact File**<br>**Children should already know:**<br>Oral sentence construction<br>Naming simple nouns<br>Speaking in full sentences<br>Labelling pictures<br>Listening and responding to others<br><br>**Character Description**<br>Children should already know:<br>Capital letters and full stops<br>Simple sentences<br>Leaving spaces between words<br>Using adjectives in labels<br>Using and to join words |

# Writing
# Curriculum Rationale

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|---|---|---|---|
| | Spring | **Character Description**<br>This unit, based on Beegu by Alexis Deacon, provides a gentle and engaging context for pupils to develop early descriptive writing skills. Pupils will embed previously taught content by using simple sentence structures and joining ideas with and, while continuing to use adjectives to add basic detail. They will practise writing clear sentences with correct use of capital letters for names and reinforce their understanding of simple sentence construction. Through this outcome, pupils will create a short character description that combines familiar grammar skills with emerging descriptive language, supporting confidence and clarity in early writing.<br><br>**Simple Narrative**<br>This, based on Lost in the Toy Museum, provides a familiar and imaginative context for pupils to develop early storytelling skills. Pupils will embed previously taught content by using simple sentence structures, joining ideas with and, and including basic adjectives to add detail. They will learn to group related ideas together, ensuring their writing stays organised and focused, and will sequence sentences to create a simple narrative with a clear order of events. Through this outcome, pupils will produce a short, coherent story that builds confidence in combining ideas while developing their understanding of how narratives are structured.<br><br>**Instructions**<br>This unit, based on Little Red Riding Hood, provides a familiar and engaging context for pupils to write simple instructions with a clear purpose. Pupils will use simple sentence structures and begin to join ideas using and, while structuring their writing using scaffolds such as pictures to support sequencing and understanding. They will use adjectives in both labels and sentences to add detail, and begin to extend noun phrases using simple prepositions. Through carefully chosen content, pupils will show an awareness of the purpose of writing instructions, ensuring their ideas are relevant and clear for the reader. This outcome supports pupils in producing simple, structured instructions while developing confidence in combining vocabulary, organisation and basic sentence skills. | **Character Description**<br>Children should already know:<br>Adjectives to describe characters<br>Capital letters for names<br>Simple sentence structure<br>Using and in sentences<br>Writing labels and captions<br><br>**Simple Narrative**<br>Children should already know:<br>Character description<br>Simple sentences<br>Adjectives<br>Using and to join clauses<br>Sequencing ideas orally<br><br>**Instructions**<br>Children should already know:<br>Simple sentence structure<br>Sequencing events<br>Using adjectives<br>Writing for a purpose<br>Lists and simple commands |

# Writing
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|---|---|---|---|
| | Summer | **Narrative**<br>This unit, based on *Lost and Found* by Oliver Jeffers, provides a meaningful and engaging context for pupils to develop early storytelling skills. Pupils will show awareness of the purpose of writing by selecting content that is relevant to the task, focusing on key events and characters from the story. They will practise securely sequencing sentences to form a short, coherent narrative, ensuring their ideas follow a logical order (e.g. beginning, journey, and ending). Pupils will also build on prior learning by using *and* to join words and clauses, creating simple compound sentences. Through this outcome, pupils will produce a clear and connected short narrative, developing confidence in structuring ideas and writing for a purpose.<br><br>**Poetry**<br>This acrostic poetry unit provides an engaging opportunity for pupils to explore poetic writing while developing confidence in composition and performance. Pupils will learn to structure their ideas using lines and verses, forming a simple acrostic poem where each line links to a key theme or word, showing an awareness of purpose through carefully chosen, relevant content. They will securely apply their knowledge of adjectives to add detail within their lines, enhancing the imagery and meaning of their poem. A strong emphasis is placed on reading their work aloud clearly and confidently so it can be heard by peers and the teacher, supporting both fluency and expression. Through this outcome, pupils will create a simple but effective poem that combines structure, vocabulary and performance skills.<br><br>**Diary**<br>This unit provides a familiar and engaging context for pupils to write about a personal or story-based event while developing early composition skills. Pupils will write in the first person to reflect thoughts and experiences, showing awareness of purpose by selecting relevant content for a diary entry. They will securely use *and* to join words and clauses to create simple compound sentences, and organise ideas using time conjunctions such as *first, then, after that* to structure events clearly. Pupils will also use exclamation marks to express feelings and apply capital letters for days of the week where appropriate. Through this outcome, pupils will produce a short, structured diary entry that demonstrates growing confidence in sentence construction, sequencing and writing for a clear purpose. | **Simple Narrative**<br>Children should already know:<br>Beginning, middle and end<br>Sequencing sentences<br>Character description<br>Using and to extend sentences<br>Awareness of audience and purpose<br><br>**Acrostic Poetry**<br>Children should already know:<br>Adjectives<br>Simple sentence writing<br>Reading writing aloud<br>Describing weather and seasons<br>Basic poetry features such as lines<br><br>**Diary Entry**<br>Children should already know:<br>Narrative structure<br>Sequencing events<br>Using first person<br>Time conjunctions<br>Capital letters and full stops<br>Exclamation marks |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| **Year 2** | **Autumn** | **Non-chronological Report**<br>The unit builds on pupils' prior understanding of sentence demarcation by reinforcing the accurate use of capital letters at the beginning of sentences and for proper nouns. This ensures that transcription skills are revisited and applied independently rather than taught in isolation.<br>Children are given opportunities to use question marks to introduce or frame sections. This supports engagement with the reader while reinforcing the difference between statements and questions. Pupils are encouraged to use expanded noun phrases to add precision and description developing their ability to provide clearer information and supports progression from simple to more sophisticated sentence construction.<br>Pupils will extend their sentences and make logical connections using co-ordinating conjunctions to join ideas and the subordinating conjunction 'because' to give reasons. A strong focus is placed on the organisation and presentation of non-fiction texts, including subheadings, Illustrations or images to support comprehension and engage the reader<br>The audience will be local hedgehog rescue centres, giving a purpose to the writing.<br><br>**Instructions**<br>This unit, based on making a Santa Trap, enables pupils to apply key writing skills within a fun and purposeful context. Pupils will practise using capital letters at the beginning of sentences and the co-ordinating conjunction *and* to join ideas clearly, while writing commands to give clear instructions. They will sequence steps logically using time conjunctions such as *first, next, then* and may include a question at the start to engage the reader. Children will organise their ideas using bullet points for equipment, with commas in lists and will include simple illustrations or images to help guide the reader.<br>This approach supports pupils in writing clearly structured, easy-to-follow instructions for a real audience (Jonathon Emmett) and purpose. | **Non-Chronological Report**<br>Children should already know:<br>Capital letters and full stops<br>Simple sentences<br>Using and to join ideas<br>Adjectives to describe nouns<br>Fact files and labelling diagrams<br><br>**Instructions**<br>Children should already know:<br>Expanded noun phrases<br>Question marks<br>Conjunctions: and, or, because<br>Subheadings and pictures<br>Lists and simple instructions |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | Spring | **Poetry (Haikus and Personification) Poet spotlight: Ian Bland**<br>This poetry unit is designed for exploring haiku poetry and personification poems inspired by the Great Fire of London. The first section focuses on using sensory details, imagery and carefully chosen vocabulary to create haikus, while the second explores personification through first-person fire poems inspired by Ian Bland's The Angry Wind. Centred around the dramatic events of the Great Fire of London theme, this unit encourages pupils to use previously learnt knowledge to play with<br>language, explore atmosphere and imagery and express ideas in creative and imaginative ways. Throughout the sequence, pupils will read, discuss, plan, write, refine and perform their own poems. A strong emphasis is placed on speaking and listening, with regular opportunities for pupils to share ideas, respond to others' work and perform aloud. These experiences help pupils develop confidence in their voice, deepen their understanding of poetic language and foster a genuine enjoyment of poetry.<br>By the end of the unit, the children will compose and perform their own poems based on events from The Fire of London.<br><br>**Narrative**<br>This unit, based on *Emily Brown and the Thing* by Cressida Cowell, provides a familiar context for pupils to develop storytelling skills while applying key grammar and punctuation objectives. Pupils will embed previously taught knowledge by using capital letters correctly at the beginning of sentences and for the names of characters and places. They will develop sentence structure through the use of co-ordinating conjunctions (*and, but, or*) to join ideas and build cohesion within their stories, alongside the subordinating conjunction *because* to explain characters' thoughts and actions). Pupils will also use expanded noun phrases to add detail and engage the reader, enhancing description. The introduction of apostrophes for possession supports grammatical accuracy and deeper understanding of sentence construction.<br>Through this narrative outcome, pupils will practise crafting simple, coherent stories inspired by a high-quality text, developing both their technical accuracy and their ability to write imaginatively for an audience.<br><br>**Diary**<br>This unit, based on Little Red Riding Hood, provides a familiar context for pupils to develop narrative voice while applying key grammar and punctuation skills. Pupils will continue to embed prior learning by using capital letters at the beginning of sentences and for names of people and places, while writing in the first person to reflect a character's thoughts and feelings. They will develop sentence structure through the use of co-ordinating conjunctions to link ideas and events, alongside the subordinating conjunction because to explain emotions and actions. Pupils will enhance their writing with expanded noun phrases to create vivid description and engage the reader, and will begin to apply apostrophes for possession accurately.<br>Through this outcome, pupils will produce a simple but coherent diary entry that reflects character perspective, consolidating both technical accuracy and expressive storytelling. | **Haiku and Personification Poetry**<br>Children should already know:<br>Adjectives and expanded noun phrases<br>Complete sentences<br>Lines and verses<br>Acrostic poems<br>Weather vocabulary<br><br>**Narrative**<br>Children should already know:<br>Beginning, middle and end<br>Sequencing events<br>Character and setting descriptions<br>Expanded noun phrases<br>Conjunctions: and, or, but, because<br>Similes and adventurous vocabulary<br><br>**Recount (Letter/Diary)**<br>Children should already know:<br>Narrative structure<br>First-person writing<br>Time conjunctions<br>Apostrophes<br>Expanded noun phrases |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | Summer | **Character Description**<br>This unit, based on The Twits by Roald Dahl, builds on the genre from Y1 and provides a highly engaging context for pupils to develop descriptive writing while applying key grammar and punctuation skills. Pupils will use expanded noun phrases alongside more adventurous vocabulary choices to create vivid and exaggerated character descriptions typical of Dahl's style. They will secure their understanding of commas in lists and use subordinating conjunctions such as because, when, if, and that to extend ideas and explain characters' appearance and behaviour. Pupils will write a range of sentence forms, including statements and questions to engage the reader, and will experiment with starting sentences with place adverbs. Apostrophes for singular possession will be applied to support grammatical accuracy. Through this outcome, pupils will produce a detailed and imaginative character description, combining strong vocabulary with secure sentence construction and punctuation.<br><br>**Police Report**<br>This unit, based on either *The Minpins* or *The Twits*, provides a purposeful context for pupils to report on fictional events while applying key grammar and writing skills of a non-fiction genre. Pupils will use more adventurous and topic-specific vocabulary to add detail and interest, while beginning to adopt features of written standard English to create a more formal, report-like tone. They will experiment with the progressive present tense to convey events as ongoing, and apply apostrophes for contractions accurately. Sentence structure is developed through a wider range of conjunctions, including co-ordinating and subordinating conjunctions, allowing pupils to extend ideas and explain events clearly. A strong emphasis on proofreading supports pupils in independently checking and correcting their spelling, punctuation and grammar.<br>Through this outcome, pupils will produce a clear, structured news report that demonstrates increasing control of language, sentence construction and awareness of audience and purpose.<br><br>**Persuasion (job advert)**<br>In this unit, pupils use *The Minpins* as inspiration to write a persuasive job advert for a Monster Catcher. This gives them a clear and engaging purpose for writing while learning the key features of persuasive non-fiction. Pupils will choose adventurous, topic-specific vocabulary to make their advert sound detailed and convincing. They will begin to use features of written standard English so their writing feels more formal and professional. They will practise using the progressive present tense and will extend their ideas using a wider range of conjunctions, and subordinating conjunctions. To strengthen their persuasive voice, pupils will use different sentence types, including questions, commands and exclamations. They will also build detail through expanded noun phrases and organise their advert clearly using subheadings. Throughout the unit, pupils will proof-read their work to check spelling, punctuation and grammar, helping them become more accurate and independent writers.<br>By the end, pupils will produce a clear, well-structured and persuasive job advert that shows growing control of language, sentence structure and awareness of audience and purpose | **Character Description**<br>Children should already know:<br>Effective use of adjectives<br>Expanded noun phrases<br>Characterisation<br>Conjunctions: because, when, if, that<br>Writing complete sentences<br><br>**Report Writing**<br>Children should already know:<br>Report features<br>Subheadings and captions<br>Expanded noun phrases<br>Adverbs<br>Accurate punctuation<br>Proof-reading skills<br><br>**Persuasive Writing**<br>Children should already know:<br>Report, instruction and recount features<br>Expanded noun phrases and adverbs<br>Coordinating and subordinating conjunctions<br>Writing for different audiences<br>Editing and improving writing |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| Year 3 | Autumn | **Non-chronological Report**<br>This unit, based on the Stone Age, provides a purposeful context for pupils to develop their ability to organise and present factual information clearly. Pupils will use capital letters and full stops accurately, along with question marks where appropriate, and will begin to structure their writing into paragraphs to group related information, supported by clear headings and subheadings. They will express time, place and cause using a range of conjunctions such as *when, before, after, while, so* and *because*, while further extending sentences with *if* and *although*. Pupils will apply apostrophes correctly for both singular possession and omission, and use *a* or *an* accurately depending on the noun. They will also use commas in lists to present information clearly. Throughout the unit, pupils are encouraged to select relevant content, use historically appropriate vocabulary, and proofread their work to ensure accuracy. Through this outcome, pupils will produce a well-organised, informative report that demonstrates increasing control of grammar, punctuation and structure for a clear audience and purpose.<br><br>**Setting Description**<br>This Year 3 setting description unit, based on *Starbird*, provides an imaginative context for pupils to develop descriptive writing while strengthening sentence construction skills. Pupils will use a range of sentence types, including simple, compound and complex sentences, extending their ideas with conjunctions such as *if, when, until* and *so that*. They will add detail using prepositions and include adverbials of time and manner, using commas after fronted adverbials accurately. Pupils will also embed previously taught sentence types, including commands and statements, and experiment with imperative verbs where appropriate. Through this outcome, pupils will produce a clear and descriptive setting that demonstrates increasing control of sentence structure, vocabulary and organisation. | **Non-Chronological Report**<br>Pupils will have experience of:<br>Writing simple fact files and non-chronological reports<br>Using headings, subheadings and illustrations to organise information.<br>Writing expanded noun phrases for description and specification.<br>Using question marks appropriately.<br>Using conjunctions including and, or and because.<br>Grouping facts around a topic and creating simple fact files.<br>Writing simple instructional texts connected to recipes and games.<br><br>**Setting Description**<br>Prior knowledge:<br>Labelling pictures with adjectives and nouns.<br>Writing character descriptions<br>Writing setting descriptions<br>Using expanded noun phrases.<br>Beginning to use similes and adventurous vocabulary.<br>Using adjectives to create atmosphere and description. |

# Writing
# Curriculum Rationale

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| | Spring | **Letter**<br>his letter writing unit, based on *The Princess and the White Bear King*, provides an engaging and imaginative context for pupils to write for a clear purpose and audience. Pupils will learn to set out non-fiction writing appropriately in the format of a letter, including grouping related ideas into paragraphs to organise their thoughts clearly. They will develop their grammar by using the present perfect tense to describe ongoing experiences, and will express time, place and cause through the use of adverbs. Sentence structure is extended using a wider range of conjunctions such as *if, when, until* and *so that* to add detail and explanation. Pupils will use previously taught punctuation accurately, including question marks to pose questions and will begin to use exclamation marks to convey strong feelings. Through this outcome, pupils will produce a well-organised and engaging letter that demonstrates increasing control of grammar, structure and writing for a specific purpose.<br><br>**Character Description**<br>This character description unit, based on Hansel and Gretel by Anthony Browne, provides a purposeful and engaging context for pupils to write descriptively for a real audience, using a model text about Gretel to support the creation of a character description of Hansel. Pupils will use capital letters and full stops accurately to ensure secure sentence demarcation, while organising their ideas into paragraphs to group related information. They will develop their vocabulary through the use of noun phrases and express place using prepositions to add detail and clarity. Pupils will apply apostrophes correctly for singular possession and will choose nouns and pronouns carefully to avoid repetition and improve cohesion. Through this outcome, pupils will produce a clear, well-structured character description, demonstrating increasing control of grammar and organisation, with the added motivation of sharing their writing with Anthony Browne.<br><br>**Poetry (Kennings and rhyme) Poet spotlight: Roger McGough**<br>This poetry unit is designed for exploring two contrasting poetic forms. The first focuses on the rich imagery and creativity of kennings, while the second explores rhyming poetry with a focus on rhyme and rhythm. Centred around an engaging animal theme, this unit encourages pupils to play with language, explore vivid imagery and express their ideas in imaginative ways. Throughout the sequence, pupils will read, discuss, plan, write, refine and perform their own poems. A strong emphasis is placed on speaking and listening, with regular opportunities for pupils to share ideas, respond to others' work and perform aloud. These experiences help pupils develop confidence in their voice, deepen their understanding of poetic language and foster a genuine enjoyment of poetry. Above all, this unit aims to nurture creativity, build confidence and inspire a lasting love of poetry | **Letter Writing**<br>Prior knowledge:<br>Writing diary entries and simple recounts from different perspectives.<br>Writing postcards<br>Understanding first-person writing.<br>Sequencing events using time conjunctions.<br>Using questions, statements and commands.<br>Beginning to write for different audiences and purposes. [<br><br>**Character Description**<br>Prior knowledge:<br>Character descriptions from: The Colour Monster Lost in the Toy Museum Beegu and The Twits<br>Using adjectives and expanded noun phrases.<br>Writing descriptions of the wolf in Little Red Riding Hood.<br>Using apostrophes for contraction and possession.<br>Beginning to use similes and adventurous vocabulary choices.<br><br>**Poetry** Roger McGough<br>Prior knowledge:<br>Acrostic poems<br>Haiku and personification<br>Rhythm, repetition and line breaks. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| | | | Reading and performing poetry aloud. Simple use of alliteration and figurative language. |

# Writing
# Curriculum Rationale

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| | Summer | **Diary Entry**<br>This Year 3 diary writing unit, based on *Escape from Pompeii*, provides a powerful and engaging context for pupils to write from a character's perspective, capturing thoughts and experiences during a significant event. Pupils will develop sentence construction by opening sentences with adverbs, helping to vary structure and guide the reader through events. They will securely express time, place and cause using a combination of conjunctions, adverbs and prepositions, supporting cohesion and clarity. Pupils will use expanded noun phrases and carefully chosen vocabulary to add detail and build atmosphere, while applying their understanding of *a* and *an* correctly. Through this outcome, pupils will produce a vivid and structured diary entry that demonstrates increasing control of grammar, descriptive language and writing for a clear purpose and audience.<br><br>**Persuasive Advert**<br>This Year 3 persuasive writing unit, based on Mr Penguin, provides an engaging introduction to advertising, where pupils write to convince an audience to buy or use a magical product. Pupils will develop descriptive detail through carefully chosen vocabulary and secure use of expanded noun phrases, helping to make their writing appealing and persuasive. They will extend sentences using subordinating conjunctions such as if, even if and whenever, while embedding previously taught sentence types, including commands and statements. Pupils will use commas in lists to organise ideas clearly and apply apostrophes correctly for both singular and plural possession where appropriate. Through this outcome, pupils will produce a lively and persuasive advert that demonstrates increasing confidence in vocabulary choice, sentence construction and writing for a clear purpose and audience.<br><br>**Narrative**<br>This Year 3 narrative unit, based on an alternative version of *The Magic Porridge Pot*, provides a creative and engaging context for pupils to further develop their storytelling skills while consolidating and extending key grammar knowledge. Pupils will draw on secure understanding of narrative structure to write a story with a clear sequence of events, expanding detail, description and explanation through carefully chosen vocabulary. They will learn to use and punctuate direct speech accurately to bring characters to life while confidently using a wider range of conjunctions to extend and connect ideas. Pupils will demonstrate control of previously taught tenses, including simple and progressive past and present forms to maintain clarity and cohesion. They will also apply apostrophes correctly for both singular and plural possession. Through this outcome, pupils will produce a well-structured and imaginative narrative that reflects increasing confidence in grammar, sentence construction and storytelling for an audience. | **Diary Entry**<br>Prior knowledge:<br>Diary writing from Year 1<br>Recount and diary writing from different perspectives in Year 2.<br>Using first person and personal pronouns.<br>Using time conjunctions to sequence events.<br>Writing about feelings and experiences.<br>Using past tense consistently.<br><br>**Persuasive Advert**<br>Prior knowledge:<br>Writing instructions and commands.<br>Creating wanted posters and fact files.<br>Persuasive writing through:<br>Warning posters<br>Using questions, commands and exclamation marks.<br>Using persuasive vocabulary and reasons.<br><br>**Narrative – Alternative Fairy Tale**<br>Simple narratives in Year 1 and 2<br>Sequencing beginning, middle and end.<br>Describing settings and characters.<br>Using conjunctions to extend ideas. [ |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| | | | Writing from different perspectives. [<br>Using apostrophes and expanded noun phrases accurately |
| **Year 4** | **Autumn** | **Non-Chronological Report**<br>This unit uses *Charlotte's Web* alongside non-fiction texts and videos to help pupils write an informative report about spiders, linking fiction with scientific knowledge. Pupils will learn to organise information using headings, subheadings and paragraphs, and to use present tense, factual language and technical vocabulary. The unit provides opportunities to develop key Year 4 grammar and punctuation skills. Pupils will use expanded noun phrases to add detail and description. They will practise using apostrophes correctly for singular and plural possession, use question marks accurately when asking research questions, and begin to use the present perfect form of verbs, for example, Spiders have lived on Earth for millions of years.<br>By the end of the unit, pupils will produce a clear, well-structured non-chronological report about spiders.<br><br>**Character Description**<br>This unit, based on The Christmasaurus, provides a rich context for pupils to explore how authors create memorable characters through appearance, actions, dialogue and behaviour. Pupils will organise their writing into paragraphs that group information about the Winter Witch's appearance, personality, powers and actions, while developing descriptive detail through precise nouns, expanded noun phrases and prepositional phrases. They will apply key grammar skills including apostrophes for possession, pronouns for cohesion and fronted adverbials punctuated accurately with commas. Pupils will deepen characterisation by drawing on dialogue and behaviour, using speech punctuation correctly to reveal personality and emotion. Through this outcome, pupils will produce an effective character description to create a clear picture of the Winter Witch for the reader, that demonstrates increasing control of grammar, structure and descriptive techniques. | **Non-Chronological Report**<br>Prior Knowledge<br>Children will already have:<br>Written non-chronological reports<br>Organised information into sections using headings and subheadings.<br>Grouped related information into paragraphs.<br>Used conjunctions to express cause and explanation (because, when, after, although).<br>Written instructional and factual pieces<br>Used organisational devices in non-fiction writing.<br>Used apostrophes for omission and singular possession.<br>Used expanded noun phrases to add detail and precision.<br><br>**Character Description**<br>Children will already have:<br>Written character descriptions<br>Used noun phrases and expanded noun phrases to describe appearance and personality.<br>Used prepositions to add detail.<br>Chosen nouns and pronouns carefully to avoid repetition.<br>Explored character viewpoint<br>Used ambitious vocabulary to create atmosphere and mood. |

# Writing
# Curriculum Rationale

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| | Spring | **Persuasive Advert**<br>This unit teaches pupils how to write to influence and excite an audience by encouraging attendance at a firework display. Pupils will use expanded noun phrases to exaggerate and make the event sound appealing, alongside imperative verbs and personal pronouns to engage the reader directly. They will develop complex sentences using subordinating conjunctions such as if, even if and whenever, and will use adverbs to show time and cause. Pupils will apply apostrophes accurately for possession and will vary sentence types to create an engaging advert. Through this outcome, pupils will produce a persuasive advert that demonstrates increasing confidence in grammar, vocabulary and writing for a clear purpose.<br><br>**Setting Description / Classic Narrative Poetry**<br>This unit, based on The Spider and the Fly, provides a rich context for pupils to explore how poets use language to create atmosphere and mood. Pupils will examine techniques such as repetition, alliteration, rhyme, crescendo and diminuendo, applying these features in their own writing to create vivid and memorable descriptions. They will develop descriptive detail using expanded noun phrases, adverbial phrases and precise verbs, including exaggeration for dramatic effect. Pupils will apply apostrophes for omission and commas in lists accurately within a meaningful context. Through this outcome, pupils will produce an atmospheric setting description that demonstrates increasing control of poetic and descriptive techniques.<br><br>**Narrative: Building Character and Tension**<br>This unit, based on Beowulf, provides an exciting context for pupils to develop characterisation and build tension within a story. Pupils will organise their narrative into clear stages including the opening, build up, problem, resolution and ending, describing settings, characters and plot events to engage the reader. They will develop character through dialogue, action and description, using speech punctuation accurately to reveal personality and increase tension. Pupils will vary sentence structure using adverbials, speech openings and prepositions to express time, place and cause, helping to link ideas and build cohesion. Through this outcome, pupils will produce a structured narrative that demonstrates increasing control of character development, tension and grammar. | **Persuasive Advert**<br>Children will already have:<br>Written persuasive adverts<br>Written warning posters and persuasive pieces<br>Used imperative verbs. questions and persuasive language.<br>Used expanded noun phrases to make writing more engaging.<br>Written instructions and adverts for a clear audience and purpose.<br><br>**Setting Description**<br>Children will already have:<br>Written setting descriptions<br>Used fronted adverbials of time and place<br>Used prepositions to describe location.<br>Used noun phrases to build detailed imagery.<br>Created mood using carefully chosen vocabulary.<br>Used sensory description in short burst writing activities.<br><br>**Narrative**<br>Children will already have:<br>Written alternative fairy tale narratives<br>Organised narratives into clear sections with a beginning, build-up, problem and ending.<br>Written diary entries linked to Escape from Pompeii.<br>Used dialogue in narratives.<br>Described characters, settings and events. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| | | | Used a wider range of conjunctions and sentence structures. |

# Writing
# Curriculum Rationale

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| | Summer | **Diary Entry**<br>This unit, based on the Literacy Shed film Adventures are the Pits, provides a meaningful context for pupils to write in role, exploring the thoughts, feelings and experiences of the main character. Pupils will organise their diary entry clearly, recounting events in sequence while reflecting on emotions and reactions. They will use adverbials to link sections and paragraphs, and will vary sentence types to add interest and detail. Pupils will use fronted adverbials punctuated accurately with commas and apply apostrophes for omission to support an informal, personal style. Through this outcome, pupils will produce a detailed diary entry that demonstrates increasing control of grammar, vocabulary and writing in role.<br><br>**Persuasive Letter**<br>This unit, based on The Creakers by Tom Fletcher, provides an engaging context for pupils to write in role as the Creaker King, exploring how persuasive language can influence an audience. Pupils will learn to set out a formal letter correctly and will use imperative verbs and personal pronouns to address the reader directly. They will improve cohesion by using pronouns and nouns effectively within and across sentences, and will expand noun phrases for exaggeration to strengthen their argument. Pupils will use adverbs such as certainly and perhaps to show possibility and degree, and will vary sentence structure using subordinating conjunctions. Through this outcome, pupils will produce a persuasive letter that demonstrates increasing control of grammar, layout and persuasive techniques.<br><br>**Explanation Text**<br>This Year 4 explanation text unit, inspired by Monsters: An Owner's Guide and The Creakers, provides a purposeful context for pupils to explain processes clearly and logically. Pupils will organise information into sections with a logical structure, using precise instructions and detailed explanations to guide the reader. They will use a range of subordinating conjunctions to explain reasons and conditions, and will apply fronted adverbials punctuated accurately with commas. Pupils will use commas in lists to present information clearly and will apply the present perfect tense where appropriate. Throughout the unit, pupils are encouraged to proofread for accuracy and clarity. Through this outcome, pupils will produce an informative explanation text that demonstrates increasing control of grammar, structure and non-fiction | **Diary Entry**<br>Children will already have:<br>Written diary entries based on Escape from Pompeii.<br>Used first-person voice.<br>Used time conjunctions and adverbials to sequence events.<br>Reflected on characters' thoughts and feelings.<br>Used the simple and progressive past tense.<br>Written from a character's perspective.<br><br>**Persuasive Letter**<br>Children will already have:<br>Written letters<br>Organised writing into paragraphs around a theme.<br>Used questions and exclamation marks appropriately.<br>Written persuasive adverts and warning texts.<br>Begun to select language for audience and purpose.<br>Used conjunctions to justify points and reasons.<br><br>**Explanation Text**<br>Children will already have:<br>Written non-chronological reports.<br>Written instructional texts and explanations<br>Organised non-fiction writing with headings and subheadings.<br>Used causal conjunctions (because, so, when, after).<br>Written factual introductions and grouped information by theme.<br>Used technical vocabulary related to a topic. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| Year 5 | Autumn | **Explanation Text**<br>This unit, based on the history topic of Ancient Egypt, provides a meaningful context for pupils to explain historical processes such as mummification, pyramid building and the role of the River Nile. Pupils will organise non-fiction writing using clear paragraphs and consistently punctuated bullet points, supported by topic sentences that introduce each section. They will vary sentence length and type to maintain reader interest and will use precise technical vocabulary and expanded noun phrases to add detail and clarity. Pupils will apply formal writing features including the use of colons to introduce lists and subjunctive forms where appropriate. Through this outcome, pupils will produce a well-structured explanation text that demonstrates effective organisation, cohesive paragraphing and precise vocabulary choices.<br><br>**Diary Entry**<br>This unit, based on Varjak Paw, provides an engaging context for pupils to write from a character's perspective, exploring thoughts, feelings and experiences in depth. Pupils will organise their writing into clear paragraphs that group related events and reflections, using adverbials of time and place to link ideas across the text. They will develop detail using relative clauses beginning with who, which, where, when, whose and that, and will use a range of conjunctions to express relationships between ideas. Pupils will select vocabulary carefully to create atmosphere and convey emotion, using precise verbs, adverbial phrases and passive constructions where appropriate. They will apply punctuation accurately, including commas to mark opening phrases and embedded clauses. Through this outcome, pupils will produce a well-structured diary entry that captures Varjak's voice and demonstrates the grammatical and compositional features expected of Year 5 writers. | **Explanation Text**<br>Before this unit, children should already have experience of:<br>Writing explanation texts<br>Setting out non-fiction writing appropriately using paragraphs, headings and subheadings.<br>Using causal language and conjunctions to explain how or why something happens.<br>Using fronted adverbials to show time, manner and place.<br>Using technical vocabulary linked to specific topics.<br>Using commas in lists and beginning to organise information clearly for the reader.<br>Writing non-fiction texts including reports, persuasive letters and explanation-style writing.<br><br>**Diary Entry**<br>Before this unit, children should already have experience of:<br>Writing diary entries<br>Writing in first person and adopting a character's viewpoint.<br>Using adverbials of time and place to organise and sequence events.<br>Writing about thoughts and feelings<br>Using a variety of sentence types: simple, compound and complex.<br>Using carefully chosen vocabulary to create a desired effect.<br>Using apostrophes for omission and possession accurately. |

# Writing
# Curriculum Rationale

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| | Spring | **News Report**<br>This unit, based on Malamander, provides an exciting context for pupils to write as journalists, reporting on the mysterious events unfolding in Eerie-on-Sea while developing key non-fiction writing skills. Pupils will learn how to organise a newspaper report using essential features such as a headline, by-line and columns, structuring information clearly so that readers can follow the events with ease. They will develop sentence control through the use of relative clauses, including those where the relative pronoun may be omitted, and will learn how passive verbs can create a more formal, journalistic tone. To report events accurately, pupils will use modal verbs and adverbs to show degrees of possibility, selecting precise adverbs to add clarity and detail. Cohesion will be strengthened through the use of adverbials of time and place to link events and paragraphs, while quotations from witnesses will support authenticity and provide opportunities to punctuate direct speech accurately. Pupils will also learn how to use brackets, commas and dashes to add extra information through parenthesis, helping them create detailed and effective news reports. Through this outcome, pupils will produce a clear, well-organised and engaging news report that demonstrates the key language and grammar features expected in Year 5.<br><br>**Setting Description**<br>This unit, based on Harry Potter, provides a rich and imaginative context for pupils to explore how authors create vivid images and atmosphere within magical worlds. Through studying extracts from the text, pupils will learn how carefully chosen vocabulary can enhance description and help the reader visualise a setting clearly. They will develop descriptive detail using expanded noun phrases, similes, metaphors and personification, selecting precise adverbs to make meaning more specific and effective. Pupils will extend their sentence structure through the use of relative clauses, including those where the relative pronoun may be omitted, and will apply commas accurately to mark opening phrases, clauses and embedded information. Throughout the unit, pupils are encouraged to make deliberate language choices and proofread for clarity and impact. Through this outcome, pupils will produce a detailed and engaging setting description that demonstrates the descriptive language and grammatical features expected in Year 5.<br><br>**Free Verse Poetry Spotlight poet: Valerie Bloom**<br>This Year 5 poetry unit, inspired by the work of Valerie Bloom, provides an expressive context for pupils to explore how poets use language to create imagery and bring ideas to life. Through reading and discussing Bloom's poetry, pupils will learn how vocabulary choices shape tone, mood and meaning, and will apply this understanding when crafting their own poems. They will develop descriptive detail using expanded noun phrases, similes, metaphors and personification, while using adverbs and adverbial phrases to add clarity and precision. Pupils will extend their sentence structure through the use of relative clauses, including those where the relative pronoun can be omitted, and will consider how structural choices contribute to the overall effect of a poem. As part of the unit, pupils will perform their own poems, using expression, volume and pace to engage an audience and enhance meaning. Through this outcome, pupils will produce and perform imaginative poems that demonstrate the descriptive language and grammatical features expected in Year 5 | **News Report / Recount**<br>Children should already have experience of:<br>Writing non-fiction texts such as non-chronological reports, explanation texts and persuasive letters.<br>Organising information into paragraphs and using simple organisational devices.<br>Using headings and subheadings in non-fiction writing.<br>Using direct speech punctuation correctly, which will support quotes in a news report.<br>Using fronted adverbials and commas to support cohesion and sequencing.<br>Using deliberately chosen vocabulary to create atmosphere,<br>Writing recount-style diary entries, giving children experience of sequencing events clearly.<br><br>**Setting Description**<br>Children should already have experience of:<br>Writing setting descriptions<br>Using expanded noun phrases, adverbial phrases and appropriate verb choices to create atmosphere.<br>Using personification, similes and metaphor in descriptive writing.<br>Using fronted adverbials and commas correctly.<br>Choosing vocabulary deliberately to create tension, suspense or mood.<br>Writing descriptions of dark, atmospheric places through The Spider and the Fly and Monster Slayer.<br>Using prepositions to express place and add detail to nouns. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | | | **Free Verse Poetry**<br>Before this unit, children should already have experience of:<br>Writing poetry<br>Exploring poetic techniques such as repetition, alliteration, rhyme, crescendo and diminuendo.<br>Selecting vocabulary to create a desired effect.<br>Using expanded noun phrases and adverbial phrases to build imagery.<br>Using sensory language in setting descriptions.<br>Beginning to perform their writing aloud with attention to meaning. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| | Summer | **Narrative: Different Perspectives**<br>This narrative unit is based on Wonder and gives pupils the opportunity to write from different characters' points of view. By studying the novel, children will explore how the same event can be seen in different ways. Pupils will build on previously taught narrative skills to describe settings, characters, plot and atmosphere. They will learn how to show a character's thoughts and feelings through their actions, speech and behaviour. The unit provides opportunities for pupils to link ideas through tense choice, including the use of the past perfect tense. Children will learn to use and punctuate direct speech accurately to develop characters and move the story forward.<br>By the end of the unit, pupils will be able to write a narrative from a character's perspective that includes effective description, characterisation and the grammatical features expected in Year 5.<br><br>**Balanced Argument**<br>This unit is based on Macbeth (A Shakespeare Story) by Andrew Matthews. Pupils will explore different views about Macbeth and write a balanced argument. Pupils will organise ideas clearly, presenting both sides of an argument and linking ideas within paragraphs for cohesion. They will use relative clauses with omitted relative pronouns, expanded noun phrases, adverbial phrases and precise verb choices. Pupils will use modal verbs and adverbs to show degrees of possibility, and use a colon to introduce lists with correctly punctuated bullet points.<br>By the end of the unit, pupils will write a clear and structured balanced argument using formal language.<br><br>**Biography Dr Barnardo (Street Child)**<br>This biography unit is based on Street Child and focuses on the life and work of Dr Barnardo. Pupils will learn how to present factual information about his achievements and impact. Pupils will structure their writing using headings, subheadings, paragraphs and images. They will use adverbials of time and number to organise events clearly across paragraphs. The unit develops cohesion through the use of pronouns within paragraphs. Pupils will also select precise technical vocabulary to add meaning and detail. Children will explore formal language, including structures appropriate for biography writing and examples of the subjunctive where suitable.<br>By the end of the unit, pupils will be able to write a clear and well-structured biography of Dr Barnardo. | **Narrative – Perspectives**<br>Children should already have experience of:<br>Writing narratives that include setting, character and plot<br>Using dialogue, description and behaviour to develop character.<br>Using the full range of speech punctuation, including new line for a new speaker.<br>Writing from a character's viewpoint through diary entries<br>Showing thoughts and feelings through action and description.<br>Using pronouns and nouns to avoid repetition and build cohesion.<br>Creating characterisation through speech and behaviour.<br><br>**Persuasive Argument**<br>Children should already have experience of:<br>Writing persuasive letters and adverts<br>Using imperative verbs and persuasive language.<br>Using adverbs to show possibility and degree, which supports argument language.<br>Expanding noun phrases for exaggeration and effect.<br>Beginning sentences with subordinating conjunctions, such as if, even if and whenever.<br>Writing for a clear audience and purpose, especially in persuasive texts.<br><br>**Biography**<br>Children should already have experience of:<br>Writing non-fiction texts with headings, subheadings and paragraphs.<br>Organising writing into paragraphs around a theme.<br>Using adverbials to connect ideas across sections and paragraphs.<br>Writing recounts and diary entries that sequence events chronologically.<br>Using technical or topic-specific vocabulary in non-fiction.<br>Using pronouns to avoid repetition and build cohesion.<br>Selecting a formal tone when writing non-fiction texts. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| Year 6 | Autumn | **Setting Description**<br>This unit provides an engaging context for pupils to craft detailed and evocative writing while applying and refining a wide range of grammatical and compositional skills. Pupils will use previously taught punctuation accurately and organise their ideas into clear paragraphs to structure their descriptions effectively. They will carefully select vocabulary to enhance meaning, using expanded noun phrases and adverbial phrases to add precision and detail. Pupils will also create atmosphere through figurative language, including similes and personification Sentence construction will be further developed through the use of fronted adverbials, punctuated correctly with commas, and the inclusion of parenthesis using brackets, dashes or commas to add extra information. Through this outcome, pupils will produce a rich and immersive setting description that demonstrates control of language, structure and authorial choice to achieve a clear effect on the reader.<br><br>**Newspaper Report**<br>This unit provides a purposeful and engaging context for pupils to write for a formal audience, reporting on a significant event with clarity and control. Pupils will use previously taught punctuation accurately and organise their writing into well-structured paragraphs, each opened with clear topic sentences to guide the reader. They will set out their work appropriately using key non-fiction features such as headings, columns and illustrations to mirror authentic newspaper layouts. Pupils will develop their sentence construction through the use of the passive voice to present information objectively, and will incorporate a range of clause types, including subordinating and relative clauses, to add detail, show contrast and explain cause and effect. They will use brackets to mark parenthesis, providing additional information where needed, and will select precise, technical vocabulary to create a formal and informative tone. Pupils will also learn to use semi-colons to link closely related independent clauses, enhancing fluency and cohesion. Through this outcome, pupils will produce a well-crafted newspaper report that demonstrates confident control of structure, grammar and language choices to engage and inform the reader effectively.<br><br>**Narrative (speech characterisation)**<br>This unit, based on the Literacy Shed film 'Going Fishing', provides a rich and engaging context for pupils to develop character voice and depth while applying advanced writing skills. Pupils will use previously taught punctuation accurately and organise their ideas into well-structured paragraphs to reflect shifts in dialogue and narrative focus. They will carefully select vocabulary to enhance meaning, choosing precise verbs and using characters' behaviour to convey personality and relationships, while incorporating figurative language such as metaphor to create stronger imagery and effect. Pupils will develop characterisation further through a balance of description and action, deepening the reader's understanding without over-reliance on dialogue alone. They will learn to use colons both to introduce lists (with semi-colons to separate complex items) and to mark boundaries between independent clauses, alongside applying the passive voice where appropriate to vary tone and presentation. Through this outcome, pupils will produce a sophisticated piece of writing that demonstrates confident control of language, structure and authorial choices, bringing characters to life through speech and action for an intended audience. | **Setting Description**<br>Children should already have experience of:<br>Writing rich setting descriptions linked to fantasy, gothic and atmospheric settings<br>Selecting vocabulary deliberately to create mood, tension and atmosphere.<br>Using expanded noun phrases, adverbial phrases, similes, personification and metaphor to enhance description.<br>Using commas to mark opening phrases and embedded clauses.<br>Using relative clauses to add detail.<br>Organising writing into paragraphs.<br>Considering how authors develop settings and atmosphere in narrative writing.<br><br>**Newspaper Report**<br>Children should already have experience of:<br>Writing a newspaper report / recount<br>Setting out non-fiction writing using appropriate features such as: headline, paragraphs, columns and quotations<br>Using direct speech punctuation accurately for witness quotes.<br>Using passive voice to present information formally.<br>Using modal verbs and adverbs to indicate possibility.<br>Using relative clauses, including omitted relative pronouns.<br>Using adverbials of time and place to build cohesion across paragraphs.<br>Selecting technical or topic-specific vocabulary for precision.<br><br>**Speech for Characterisation into Narrative**<br>Children should already have experience of: |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | | | Writing narratives that develop setting, character, plot and atmosphere.<br>Using dialogue to convey character and advance action.<br>Using speech punctuation accurately, including:<br>inverted commas<br>comma after reporting clause<br>end punctuation inside inverted commas<br>new line for a new speaker<br>Using speech, description and behaviour to develop character.<br>Writing from different viewpoints.<br>Using appropriate verb choices and figurative language to create meaning.<br>Organising narrative writing into paragraphs. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | Spring | **Informal Letter**<br>Based on *Holes* by Louis Sachar, this unt provides a context for pupils to write in a personal voice while applying advanced grammar and compositional skills. Pupils will use previously taught punctuation accurately and organise their ideas into clearly structured paragraphs, set out appropriately in the format of a letter. They will carefully select vocabulary to enhance meaning, using expanded noun phrases and adverbial phrases to add detail and depth. Cohesion across paragraphs will be developed through the use of adverbials of time and conjunctions to link ideas smoothly. Pupils will use commas after fronted adverbials accurately and incorporate dashes for parenthesis to add extra detail. A focus on using verb tenses correctly will ensure consistency and clarity, particularly when shifting between past events and present reflections. Pupils will recognise and use vocabulary and structures appropriate for informal writing, maintaining a consistent conversational tone suited to a personal letter. Through this outcome, pupils will produce a cohesive and engaging informal letter that demonstrates confident control of structure, language, tense and audience awareness.<br><br>**Police Report**<br>This Year 6 police report writing unit provides a purposeful context for pupils to write in a formal, objective style. Pupils will use previously taught punctuation accurately and organise their ideas into clear paragraphs with topic sentences. They will present their work using non-fiction features such as headings, columns and illustrations to reflect real reports. Pupils will use the passive voice to create an impartial tone and include a range of clauses, including subordinating and relative clauses, to add detail and explain events. They will use brackets for parenthesis to add extra information and select precise technical vocabulary to suit the genre. Semi-colons will be used to link closely related ideas. Through this outcome, pupils will produce a clear, well-structured police report that demonstrates confident control of formal language and organisation.<br><br>**Persuasive Leaflet**<br>Based on *Zootropolis*, this unit provides an engaging context for pupils to write in a clear, formal style to influence a reader, such as encouraging others to visit or live in the city. Pupils will use accurate punctuation | **Informal Letter**<br>Children should already have experience of:<br>Writing diary entries and first-person pieces<br>Writing from a character's perspective with a clear voice.<br>Using adverbials of time and place to sequence events and build cohesion.<br>Using paragraphs to organise writing clearly.<br>Selecting vocabulary to create a desired effect.<br>Distinguishing between formal and informal tone.<br>Using dashes, commas or brackets for parenthesis.<br>Maintaining tense consistently across a piece of writing.<br><br>**Police Report**<br>Children should already have experience of:<br>Writing formal non-fiction reports, including newspaper reports and recounts.<br>Using headings, columns, illustrations or other organisational features to structure information.<br>Using passive voice to present information objectively.<br>Using relative and subordinate clauses to add detail, contrast, cause and effect.<br>Opening paragraphs with topic sentences.<br>Using brackets, commas and dashes for parenthesis.<br>Using technical vocabulary to create a formal report style. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | | and organise their ideas into paragraphs with headings and subheadings, embedding key non-fiction features. They will maintain a formal tone, selecting appropriate vocabulary and using structures such as the to strengthen their persuasive writing. Pupils will add detail using embedded clauses and build cohesion within paragraphs using personal pronouns. They will also use colons to introduce lists, semi-colons within lists, and semi-colons to link related ideas. By the end, pupils will produce a clear, well-organised persuasive leaflet with strong language and a clear sense of audience and purpose.<br><br>This **narrative unit**, based on the **Literacy Shed film *Francis***, provides a powerful and engaging context for pupils to write a sophisticated story that explores themes such as friendship, loneliness and acceptance. Pupils will use previously taught punctuation accurately and organise their ideas into clear, cohesive paragraphs to ensure their writing is well structured and easy to follow. They will draw upon and securely apply the full range of Year 6 writing skills to create effect, including precise vocabulary choices, varied sentence structures, effective cohesion, detailed description and carefully crafted characterisation. Through studying the film and responding creatively to its themes and events, pupils will develop their ability to write with purpose and control. By the end of the unit, pupils will produce an engaging and well-crafted narrative that demonstrates confident use of language, structure and authorial techniques to impact the reader. | Using semi-colons to separate closely related independent clauses.<br><br>**Persuasive Leaflet**<br>Before this unit, children should already have experience of:<br>Writing persuasive arguments based on Macbeth.<br>Writing persuasive adverts and persuasive letters in lower year groups.<br>Selecting language for audience and purpose.<br>Using modal verbs and adverbs to show possibility and degree.<br>Using formal vocabulary and structures when appropriate.<br>Organising non-fiction writing with headings, subheadings and paragraphs.<br>Using bullet points, lists and cohesive devices within paragraphs.<br>Using colons and semi-colons in lists.<br>Maintaining a formal tone across a non-fiction text.<br><br>**Narrative**<br>Children should already have experience of: |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | | | Writing narratives that describe setting, character, plot and atmosphere.<br>Building suspense through vocabulary, sentence length and structure.<br>Using dialogue to reveal character and move the action forward.<br>Using figurative language, including simile, metaphor and personification.<br>Using parenthesis for additional detail.<br>Using semi-colons, colons and a range of punctuation for effect.<br>Organising narrative writing into paragraphs and sections.<br>Editing vocabulary and grammar to enhance meaning. |
| | Summer | **This non-chronological report** unit provides a purposeful context for pupils to present information clearly and formally. Pupils will use previously taught punctuation accurately and organise their writing into well-structured paragraphs, each opened with a clear topic sentence. They will set out their work appropriately using non-fiction features such as headings, subheadings and diagrams or illustrations. Pupils will use the passive voice to create a formal, objective tone and include a range of clause types, including subordinating and relative clauses, to add detail and explain cause and effect. They will use brackets to add extra information and select precise technical vocabulary to suit the subject. Semi-colons will be used to link closely related ideas. By the end, pupils will | **Non-Chronological Report**<br>Children should already have experience of:<br>Writing non-fiction reports and explanation texts<br>Using headings, subheadings, paragraphs, diagrams and illustrations. |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
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| | | produce a clear, well-organised report that demonstrates strong control of structure, language and formal writing.<br><br>This **narrative unit**, based on ***Alma*****,** provides an engaging and suspenseful context for pupils to write a well-structured and atmospheric story. Pupils will use previously taught punctuation accurately and organise their ideas into clear paragraphs to ensure cohesion and flow. They will confidently apply a full range of Year 6 skills to create effect, including precise vocabulary choices, varied sentence structures and detailed description to build tension and intrigue. By the end, pupils will produce a clear and engaging narrative that demonstrates strong control of structure, language and authorial style.<br><br>This **poetry unit**, based on Rudyard Kipling's *If*, provides a reflective and purposeful context for pupils to explore poetry and compose their own advice for new Year 6 pupils. Pupils will compare themes and styles across Kipling's poetry, considering how language and structure create meaning. They will then apply these techniques in their own writing, using similar poetic devices to mirror the style of *If*. A focus on precise vocabulary will support pupils in refining their word choices, including using a thesaurus to improve clarity and impact. Pupils will also develop performance skills by reading their work aloud with appropriate intonation, volume and movement to ensure meaning is clear. By the end, pupils will produce a thoughtful and well-crafted poem that demonstrates control of language, awareness of style and confidence in performance. | Using topic sentences to introduce paragraphs.<br>Using technical vocabulary accurately.<br>Using passive voice to present information formally.<br>Using relative and subordinate clauses to add detail.<br>Using parenthesis to provide extra information.<br>Using semi-colons to link related clauses.<br>Selecting an appropriate formal register for non-fiction.<br>**Narratives**<br>Children should already have experience of:<br>Writing atmospheric narratives with clear structure.<br>Creating tension and suspense through setting description.<br>Developing characters through action, dialogue and behaviour.<br>Using a range of punctuation for effect.<br>Using figurative language to create atmosphere.<br>Using paragraphs to control pace and organise events.<br>Applying previously taught Year 5 and Year 6 narrative skills independently.<br><br>**Poetry Rudyard Kipling Poet Study and Comparison**<br>Children should already have experience of:<br>Writing and performing poetry in previous year groups.<br>Exploring free verse poetry<br>Using poetic devices including: |

# Writing
# Curriculum Rationale

| Year | Term | Rationale | Prior Knowledge/ Connections |
|---|---|---|---|
| | | | repetition, alliteration, rhyme, rhythm, simile, metaphor, personification<br>Selecting vocabulary carefully for effect.<br>Performing compositions using appropriate intonation, volume and expression.<br>Comparing how poets use language and structure. |