Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**RWI texts**	**RWI texts**	**RWI texts**	**RWI texts**	**RWI texts**	**RWI texts**
Writing Purpose	**To Entertain; To Inform** **Story; Performance Poetry; Recount; Letter; Character description; Instruction; Diary**					
Further Texts	**Katie in London** **The Magic Wand**	**Man on the Moon** **Christmas**	**3 Little Pigs** **Vlad and the Great Fire of London**	**Materials (N-F)** **St George and the Dragon**	**Jack and The Beanstalk** **A Bean Diary**	**Pinocchio** **Sam's Sandwich**
SPaG	**Coordinating conjunctions** to link two main ideas (and, but, so) **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Suffixes/ Prefixes** s/es; ed; ing; **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Exclamation marks**	**Coordinating conjunctions** to link two main ideas (and, but, so) **Noun phrases** to inform **Exclamation sentences** where appropriate **Question marks** **Suffixes/ Prefixes** s/es; ed; ing; **Finger spaces** between words **Capital letters and full stops** for sentences	**Coordinating conjunctions** to link two main ideas (and, but, so) **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Suffixes/ Prefixes** s/es; ed; ing; er; est; **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Exclamation marks**	**Coordinating conjunctions** to link two main ideas (and, but, so) **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Suffixes/ Prefixes** s/es; ed; ing; er; est; **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Exclamation marks**	**Coordinating conjunctions** to link two main ideas (and, but, so) **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Question marks** **Suffixes/ Prefixes** s/es; ed; ing; er; est; un **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Exclamation marks** **Question marks**	**Coordinating conjunctions** to link two main ideas (and, but, so) **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Suffixes/ Prefixes** s/es; ed; ing; er; est; un **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Exclamation marks** **Question marks**
	Become very familiar with key stories and traditional tales, re-telling them thinking about their particular characteristics. Recognise and join in with predictable phrases.		Know the difference between fiction and non-fiction and that there are a range of non-fiction texts. Discuss word meanings and link new meanings to those already known.		Discuss words and phrases that capture the reader's imagination. Take part in discussions about what is read to them, taking turns to speak and listen; explain clearly their understanding of what has been read.	

	Learn to appreciate rhymes and poems, reciting some by heart. Make predictions on the basis of what has been read so far.	Take part in discussions about what is read to them, taking turns to speak and listen; explain clearly their understanding of what has been read. Make personal reading choices based on interests.	Draw on what they already know or on background information and vocabulary provide Check that a text makes sense to them and correct any inaccuracies. Make inferences on the basis of what is being said and done Discuss the significance of the title, cover and blurb. Make personal reading choices based on interests.
Link to Reading National Curriculum Statements	Listen to and discuss a wide range of stories, poems and non-fiction at a level beyond which they can read independently; make links between what they have read and their own experiences. Range of Reading; making links Familiarity with texts Poetry and Performance Word meanings Understanding Inference and Prediction Authorial choice Discussing Reading		

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 2

	Term 1		Term 2		Term 3	Term 4	Term 5	Term 6
Key Texts	RWI	**Tattybogle** **The Tear Thief**	RWI	**Stubby** **Beegu**	**Little Red Riding Hood** **There is No Dragon In This Story**	**The Sound Collector** **The Tunnel**	**The Most Magnificent Thing** **Meerkat Mail**	**Somebody Swallowed Stanley** **Between Tick and Tock**
Writing Purpose	**To Entertain**		**To Inform**		**To Entertain**	**To Entertain**	**To Inform**	**To Entertain**
Genre	Character Description Story Section		Letter NC Report		Character Description Retelling in role	Adventure story Poetry	Letter/Postcard Instructions	Setting Description Story
SPaG	**Coordinating conjunctions** to link two main ideas **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Adverbs** to describe (ly) **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I'		**Coordinating conjunctions** to link two main ideas **Subordinating conjunctions** in the middle of sentences **Noun phrases** to inform **Exclamation sentences** where appropriate **Past and present tenses** **Homophones** **Finger spaces** between words **Capital letters and full stops** for sentences **Commas** to separate items in a list **Question marks** **Apostrophes** for contraction		**Subordinating conjunctions** in the middle of sentences **Noun phrases** to add detail to description **Exclamation sentences** where appropriate **Adverbs** to describe (ly) **Adverbial phrases** **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Apostrophes** for contraction **Exclamation marks**	**Coordinating conjunctions** to link two main ideas **Subordinating conjunctions** in the middle of sentences **Noun phrases** to add detail to description **Progressive form of verbs** **Agreement of tenses** **Exclamation sentences** where appropriate **Adverbial phrases** **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Apostrophes** for contraction **Exclamation marks**, especially in speech	**Coordinating conjunctions** to link two main ideas **Subordinating conjunctions** in the middle of sentences **Noun phrases** to inform **Imperative verbs** **Exclamation sentences** where appropriate **Sentence types** **Finger spaces** between words **Capital letters and full stops** for sentences **Commas** to separate items in a list **Question marks** **Apostrophes** for possession	**Coordinating conjunctions** to link two main ideas **Subordinating conjunctions** in the middle of sentences **Noun phrases** to add detail to description **Agreement of tenses** **Progressive form** of verbs **Exclamation sentences** where appropriate **Adverbial phrases** **Finger spaces** between words **Capital letters and full stops** for sentences Capital letter for 'I' **Apostrophes** for contraction and possession **Exclamation marks**, especially in speech

				Inverted commas to mark direct speech (begin)		**Inverted commas** to mark direct speech
Link to Reading National Curriculum Statements	- listen to, discuss and express views about contemporary and classic poetry, stories and non-fiction at a level at, and beyond which, they can read independently - understand recurring language in stories and poems - identify and discuss the main events and characters in stories - recognise that non-fiction books are structured in a variety of ways - continue to build a repertoire of poems learnt by heart, beginning to use intonation - Discuss favourite words and phrases. - make predictions on the basis of what has been read so far. - Discuss words and phrases that capture the reader's imagination; make comments about language. - take part in discussions about books, poems etc read to them, taking turns to speak and listen		- make links between what they have read, their own experiences and other stories they have read - become familiar with and retell a wide range of stories, fairy stories and traditional tales - understand recurring language in stories and poems - identify and discuss the main events and characters in stories - continue to build a repertoire of poems learnt by heart, beginning to use intonation - Discuss new words and link new meanings to those already known - make predictions on the basis of what has been read so far. - take part in discussions about books, poems etc read to them, taking turns to speak and listen - explain their understanding of books, poems etc that they read or listen to.		- make links between what they have read, their own experiences and other stories they have read - make personal reading choices based on interests and previous reading - Discuss new words and link new meanings to those already known - discuss favourite words and phrases. - discuss the sequence of events in books and how items of information are related - check that a text makes sense to them and correct any inaccuracies - ask questions to improve their understanding of a text. - make inferences on the basis of what is being said and done - ask and answer questions about characters, setting and plot - make predictions on the basis of what has been read so far. - take part in discussions about books, poems etc read to them, taking turns to speak and listen
Range of Reading; making links Familiarity with texts Poetry and Performance		Word meanings Understanding Inference and Prediction		Authorial choice Discussing Reading		

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 3/4 - Year A (2022-23)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**Iron Man**		**Escape to Pompeii/Diary of a Roman Slave**		**How To Train Your Dragon**	
Writing Purpose	**To Entertain**	**To Inform**	**To Entertain**	**To Inform**	**To Entertain**	**To Persuade**
Genre	Adventure Story Stories from other Cultures	Non-Chronological Report (4) Diary (2)	Historical Fiction Shape Poetry (2)	Recount Letter	Imaginary Worlds (4) Classical Poetry	Persuasive Poster Performance Poetry
SPaG	**Fronted adverbials** to show how/when an event occurs **Expanded noun phrases** to add detail and description **Subordinate clauses** to add detail or context **Nouns and pronouns** for clarity and cohesion **Apostrophes** for possession, including plural nouns **Commas** after fronted adverbials and subordinate clauses	**Subordinating conjunctions** to join clauses and as openers **Expanded noun phrases** to inform **Commas** to separate adjectives in a list **Relative clauses** to add further detail **Present perfect tense** to place events in time **. , ! ?** **Capital letters** for proper nouns **Commas** for fronted adverbials **Commas** to mark subordinate clauses **Bullet points** to list items	**Fronted adverbials** to show how/when an event occurs **Expanded noun phrases** to add detail and description **Subordinate clauses** to add detail or context **Nouns and pronouns** for clarity and cohesion **. , ! ?** **Inverted commas** for direct speech **Apostrophes** for possession, including plural nouns **Commas** after fronted adverbials and subordinate clauses	**Subordinating conjunctions** to join clauses and as openers **Expanded noun phrases** to inform **Commas** to separate adjectives in a list **Relative clauses** to add further detail **Present perfect tense** to place events in time **Capital letters** for proper nouns **Commas** to mark subordinate clauses **Bullet points** to list items **Dashes** for emphasis	**Fronted adverbials** to show how/when an event occurs **Expanded noun phrases** to add detail and description **Subordinate clauses** to add detail or context **Nouns and pronouns** for clarity and cohesion **Inverted commas** for direct speech **Apostrophes** for possession, including plural nouns **Commas** after fronted adverbials and subordinate clauses **Dashes** for emphasis	**Imperative verbs** for urgency **Rhetorical questions** to engage the reader **Noun phrases** to add detail and description **Relative clauses** to provide additional enticement Ensure **capital letters** for proper nouns **? !** for rhetorical/exclamatory questions **Commas** for relative clauses **Commas** for fronted adverbials and subordinate clauses

Link to Reading National Curriculum Statements	Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features ; identify main ideas drawn from more than one paragraph and summarize Become increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales, retelling orally; identify, discuss and compare the main events and characters in stories retrieve and record information from non-fiction. Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read. Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss words and phrases that capture the readers' interest and imagination; Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features; identify how language, structure and presentation contribute to meaning; identify main ideas drawn from more than one paragraph and summarize; read books structured in different ways; identify themes and conventions in a range of books; make personal choices and provide suggestions on reading based on interests and previous reading; recognise recurring language in stories, non-fiction and poetry; retrieve and record information from non-fiction. Listen to, read and discuss different forms of poetry; prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action. Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read. Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; highlight key words or phrases; continue to skim and scan a text to locate required information. use prior knowledge and clues to make inferences; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied.	Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features; identify how language, structure and presentation contribute to meaning; identify main ideas drawn from more than one paragraph and summarize; read books structured in different ways; Become increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales, retelling orally; identify, discuss and compare the main events and characters in stories; Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read. Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; highlight key words or phrases; continue to skim and scan a text to locate required information. use prior knowledge and clues to make inferences; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied. Discuss words and phrases that capture the readers' interest and imagination; identifying how language, structure, and presentation contribute to meaning.

		Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.
	Range of Reading; making links Familiarity with texts Poetry and Performance	Word meanings Understanding Inference and Prediction	Authorial choice Discussing Reading

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 3/4 - Year B (2023-24)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**Varjak Paw**		**My Friend Walter**		**The Wild Robot by Peter Brown**	
Writing Purpose	**To Entertain**	**To Inform**	**To Entertain**	**To Inform**	**To Entertain**	**To Persuade**
Genre	Adventure Story Stories from other Cultures	Non-Chronological Report (4) Diary (2)	Historical Fiction Shape Poetry (2)	Recount Letter	Imaginary Worlds (4) Classical Poetry	Persuasive Poster Performance Poetry
SPaG	**Fronted adverbials** to show how/when an event occurs **Expanded noun phrases** to add detail and description **Subordinate clauses** to add detail or context **Nouns and pronouns** for clarity and cohesion **Apostrophes** for possession, including plural nouns **Commas** after fronted adverbials and subordinate clauses	**Subordinating conjunctions** to join clauses and as openers **Expanded noun phrases** to inform **Commas** to separate adjectives in a list **Relative clauses** to add further detail **Present perfect tense** to place events in time **. , ! ?** **Capital letters** for proper nouns **Commas** for fronted adverbials **Commas** to mark subordinate clauses **Inverted commas** for direct speech **Bullet points** to list items	**Fronted adverbials** to show how/when an event occurs **Expanded noun phrases** to add detail and description **Subordinate clauses** to add detail or context **Nouns and pronouns** for clarity and cohesion **Inverted commas** for direct speech **Apostrophes** for possession, including plural nouns **Commas** after fronted adverbials and subordinate clauses **Dashes** for emphasis	**Subordinating conjunctions** to join clauses and as openers **Expanded noun phrases** to inform **Commas** to separate adjectives in a list **Relative clauses** to add further detail **Present perfect tense** to place events in time **. , ! ?** **Capital letters** for proper nouns **Commas** for fronted adverbials **Commas** to mark subordinate clauses **Inverted commas** for direct speech **Bullet points** to list items	**Fronted adverbials** to show how/when an event occurs **Expanded noun phrases** to add detail and description **Subordinate clauses** to add detail or context **Nouns and pronouns** for clarity and cohesion **Inverted commas** for direct speech **Apostrophes** for possession, including plural nouns **Commas** after fronted adverbials and subordinate clauses **Dashes** for emphasis	**Imperative verbs** for urgency **Rhetorical questions** to engage the reader **Noun phrases** to add detail and description **Relative clauses** to provide additional enticement Ensure **capital letters** for proper nouns **? !** for rhetorical/exclamatory questions **Commas** for relative clauses **Commas** for fronted adverbials and subordinate clauses
Link to Reading National Curriculum Statements	Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features		Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features; identify how language,		Listen to and discuss a wide range of texts and authors; read for a range of purposes; identify themes and conventions in a range of books; discuss authorial style, overall themes and features; identify how language,	

	; identify main ideas drawn from more than one paragraph and summarize Become increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales, retelling orally; identify, discuss and compare the main events and characters in stories retrieve and record information from non-fiction. Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read. Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Discuss words and phrases that capture the readers' interest and imagination; Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	structure and presentation contribute to meaning; identify main ideas drawn from more than one paragraph and summarize; read books structured in different ways; identify themes and conventions in a range of books; make personal choices and provide suggestions on reading based on interests and previous reading; recognise recurring language in stories, non-fiction and poetry; retrieve and record information from non-fiction. Listen to, read and discuss different forms of poetry; prepare poems and play scripts to read aloud and perform, using intonation, tone, volume and action. Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read. Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; highlight key words or phrases; continue to skim and scan a text to locate required information. use prior knowledge and clues to make inferences; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied. Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	structure and presentation contribute to meaning; identify main ideas drawn from more than one paragraph and summarize; read books structured in different ways; Become increasingly familiar with a wide range of key stories, myths and legends, poems and traditional tales, retelling orally; identify, discuss and compare the main events and characters in stories; Use dictionaries to check the meanings of words read; use thesauruses to find synonyms and antonyms of words read. Retell key events in sequence; discuss understanding and explain meaning of words in context; ask questions to improve understanding of a text; identify main ideas drawn from more than one paragraph and summarise these; highlight key words or phrases; continue to skim and scan a text to locate required information. use prior knowledge and clues to make inferences; answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking; make and justify predictions based on what might happen from details stated and implied. Discuss words and phrases that capture the readers' interest and imagination; identifying how language, structure, and presentation contribute to meaning. Take part in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 4/5 – Year A (2022-23)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**The Boy At The Back Of The Class**		**The Last Bear**		**Street Child**	
Writing Purpose	**To Entertain**	**To Inform**	**To Persuade**	**To Inform**	**To Entertain**	**To Discuss**
Genre	Story: Other Cultures Character/Setting Description	Biography Recount	Letter Poster	Letter Explanation	Story: Historical Fiction Poetry	Balanced Argument Newspaper Article
SPaG	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses	**Imperative and modal verbs** to convey urgency **Adverbials** to convey sense of certainty **Short sentences** for emphasis **Subjunctive form** for formal structure **?!** for rhetorical/exclamatory sentences **Colons and Semi-colons** to list features **Brackets/ Dashes** for parenthesis , including for emphasis **Semi-colons** for structure repetition	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses **Commas** to mark clauses	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Modal verbs** to show degrees of possibility **Relative clauses** for supporting detail **Adverbials** for cohesion **Expanded noun phrases** to describe in detail **Passive voice** to maintain an impersonal tone **Brackets/ Dashes** for parenthesis **Semi-colons** to mark related clauses **Commas** to mark relative clauses **Colons and Semi-colons** to punctuate complex lists

		Commas to mark clauses **Colons/ Semi-colons** to mark clauses		**Colons/ Semi-colons** to mark clauses		
Link to Reading National Curriculum Statements	Recommend texts to peers, based on personal preference Read a wide range of genre, identifying characteristics and differences between text types Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction texts Use dictionaries to check the meanings of words read Ask questions to improve understanding of a text Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking Make and justify predictions based on what might happen from details stated and implied Recommend books they have read to their peers, giving reasons for their choices		Identify the purpose and audience of a text. Identify main ideas drawn from more than one paragraph and summarize Make informed choices on reading based on previous reading Identifying key details to support main ideas Discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader. Use thesauruses to find synonyms and antonyms of words read Take part in discussions about books, building on their own and others' ideas and challenging views politely Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views		Discuss books read to them and those they can read, building on and challenging others' views Read books structured in different ways Become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other traditions Identify and discuss themes in and across a wide range of writing Learn a wider variety of poetry off by heart Prepare poems and play scripts to read aloud and perform, using appropriate intonation, tone, volume and action. Retell key events in sequence; discuss understanding and explain meaning of words in context Skim and scan a text to efficiently and quickly locate required information. Recommend books they have read to their peers, giving reasons for their choices	
	Range of Reading; making links Familiarity with texts Poetry and Performance	Word meanings Understanding Inference and Prediction	Authorial choice Discussing Reading			

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 4/5 – Year B (2023-24)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**War Horse**		**White Bird**		**The Explorer**	
Writing Purpose	**To Entertain**	**To Inform**	**To Entertain**	**To Inform**	**To Persuade**	**To Discuss**
Genre	Story: Retelling in the 1st Person Character/Setting Description	Biography Recount	Story: Moral and Dilemma Poetry	Explanation Letter	Advert Speech	Balanced Argument Newspaper Article
SPaG	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses **Commas** to mark clauses	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses	**Imperative and modal verbs** to convey urgency **Adverbials** to convey sense of certainty **Short sentences** for emphasis **Subjunctive form** for formal structure **?!** for rhetorical/exclamatory sentences **Colons and Semi-colons** to list features **Brackets/ Dashes** for parenthesis , including for emphasis **Semi-colons** for structure repetition	**Modal verbs** to show degrees of possibility **Relative clauses** for supporting detail **Adverbials** for cohesion **Expanded noun phrases** to describe in detail **Passive voice** to maintain an impersonal tone **Brackets/ Dashes** for parenthesis **Semi-colons** to mark related clauses **Commas** to mark relative clauses **Colons and Semi-colons** to punctuate complex lists

		Colons/ Semi-colons to mark clauses		**Commas** to mark clauses **Colons/ Semi-colons** to mark clauses		
Link to Reading National Curriculum Statements	Recommend texts to peers, based on personal preference Read a wide range of genre, identifying characteristics and differences between text types Use dictionaries to check the meanings of words read Ask questions to improve understanding of a text Make inferences eg. inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking Make and justify predictions based on what might happen from details stated and implied Recommend books they have read to their peers, giving reasons for their choices		Identify the purpose and audience of a text. Identify main ideas drawn from more than one paragraph and summarize Make informed choices on reading based on previous reading Identifying key details to support main ideas Discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader. Use thesauruses to find synonyms and antonyms of words read Learn a wider variety of poetry off by heart Prepare poems and play scripts to read aloud and perform, using appropriate intonation, tone, volume and action. Take part in discussions about books, building on their own and others' ideas and challenging views politely Explain and discuss their understanding of what they have read, including through formal presentations and debates Provide reasoned justifications for their views Recommend books they have read to their peers, giving reasons for their choices		Discuss books read to them and those they can read, building on and challenging others' views Read books structured in different ways Distinguish between statements of fact and opinion Become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other traditions Retrieve, record and present information from non-fiction texts Identify and discuss themes in and across a wide range of writing Retell key events in sequence; discuss understanding and explain meaning of words in context Skim and scan a text to efficiently and quickly locate required information. Recommend books they have read to their peers, giving reasons for their choices	

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 5/6 – Year A (2022-23)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**Holes**		**Who Let The Gods Out?**		**Harry Potter**	
Writing Purpose	**To Entertain**	**To Inform**	**To Persuade**	**To Entertain**	**To Inform**	**To Persuade**
Genre	Suspense Fiction Setting Description	Biography Book Review	Letter Advert	Suspense Fiction Setting Description	Biography Book Review	Letter Advert
SPaG	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses **Commas** to mark clauses **Colons/ Semi-colons** to mark clauses	**Imperative and modal verbs** to convey urgency **Adverbials** to convey sense of certainty **Short sentences** for emphasis **Subjunctive form** for formal structure **?!** for rhetorical/exclamatory sentences **Colons and Semi-colons** to list features **Brackets/ Dashes** for parenthesis , including for emphasis **Semi-colons** for structure repetition	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses **Commas** to mark clauses **Colons/ Semi-colons** to mark clauses	**Imperative and modal verbs** to convey urgency **Adverbials** to convey sense of certainty **Short sentences** for emphasis **Subjunctive form** for formal structure **?!** for rhetorical/exclamatory sentences **Colons and Semi-colons** to list features **Brackets/ Dashes** for parenthesis , including for emphasis **Semi-colons** for structure repetition

Link to Reading National Curriculum Statements	-read for pleasure, discussing, comparing and evaluating across a wide range of genres -identifying characteristics and differences between text types -discuss books read to them and those they can read, building on and challenging others' views -read books structured in different ways -identify the purpose and audience of a text -retrieve, record and present information from non-fiction texts -distinguish between statements of fact and opinion, giving justification -retell key events in sequence -consider different accounts of the same event and discuss viewpoints -provide reasoned justifications for their views	-recommend texts to peers, based on personal preference - become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other traditions -make informed choices on reading based on previous reading - learn and confidently perform poems with confidence to a range of audiences -analyse and evaluate use of language, including figurative language and how it is used for effect -use technical terminology eg metaphor, analogy, imagery -discuss understanding and explain meaning of words in context -ask questions to improve understanding of a text -skim and scan a text to efficiently and quickly locate required information -identify how language, structure, and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader -recommend books they have read to their peers, giving reasons for their choices -take part in discussions about books, building on their own and others' ideas and challenging views politely -explain and discuss their understanding of what they have read, including through formal presentations and debates	-identify main ideas drawn from more than one paragraph and summarize - identify and discuss increasingly complex themes in and across a wide range of literature -identify appropriate intonation, tone, volume and action in other people's performance -identify main ideas drawn from more than one paragraph and summarise these -identifying key details to support main ideas -use indirect clues to infer and discuss how characters change and develop -answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking -make and justify predictions based on what might happen from details stated and implied
	Range of Reading; making links Familiarity with texts Poetry and Performance	Word meanings Understanding Inference and Prediction	Authorial choice Discussing Reading

Waltham St Lawrence Primary School

English Curriculum Overview (Writing) for Year 5/6 – Year B (2023-24)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Text	**Stay Where You Are, Then Leave**		**Goodnight Mr Tom**		**The Wolf Wilder**	
Writing Purpose	**To Entertain**	**To Inform**	**To Persuade**	**To Inform**	**To Entertain**	**To Discuss**
Genre	Suspense Fiction Setting Description	Biography Book Review	Speech Letters	Recount Report	Character Description Performance Poetry	Balanced Argument Newspaper Article
SPaG	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses **Commas** to mark clauses **Colons/ Semi-colons** to mark clauses	**Imperative and modal verbs** to convey urgency **Adverbials** to convey sense of certainty **Short sentences** for emphasis **Subjunctive form** for formal structure **?!** for rhetorical/exclamatory sentences **Colons and Semi-colons** to list features **Brackets/ Dashes** for parenthesis , including for emphasis **Semi-colons** for structure repetition	**Subordinating conjunctions** in varied positions **Expanded noun phrases** to inform **Relative clauses** to add further detail **Passive voice** to remain formal or detached **Colons** to link related clauses **Brackets/ Dashes** – to explain technical vocabulary **Semi-colons** to punctuate complex lists **Colons** to introduce lists or sections **Brackets/ Dashes** to mark relative clauses **Commas** to mark clauses **Colons/ Semi-colons** to mark clauses	**Subordinate clauses** to add detail or context **Relative clauses** to add detail or context Wide range of sentence structures **Brackets** for incidentals **Dashes** to emphasise additional information **Colons** to add further detail in a new clause **Semi-colons** to join related clauses	**Modal verbs** to show degrees of possibility **Relative clauses** for supporting detail **Adverbials** for cohesion **Expanded noun phrases** to describe in detail **Passive voice** to maintain an impersonal tone **Brackets/ Dashes** for parenthesis **Semi-colons** to mark related clauses **Commas** to mark relative clauses **Colons and Semi-colons** to punctuate complex lists

Link to Reading National Curriculum Statements	read for pleasure, discussing, comparing and evaluating across a wide range of genres identifying characteristics and differences between text types discuss books read to them and those they can read, building on and challenging others' views identify and discuss increasingly complex themes in and across a wide range of literature make informed choices on reading based on previous reading distinguish between statements of fact and opinion, giving justification analyse and evaluate use of language, including figurative language and how it is used for effect use technical terminology eg metaphor, analogy, imagery retell key events in sequence discuss understanding and explain meaning of words in context ask questions to improve understanding of a text identifying key details to support main ideas skim and scan a text to efficiently and quickly locate required information use indirect clues to infer and discuss how characters change and develop make and justify predictions based on what might happen from details stated and implied recommend books they have read to their peers, giving reasons for their choices provide reasoned justifications for their views	identifying characteristics and differences between text types discuss books read to them and those they can read, building on and challenging others' views identify main ideas drawn from more than one paragraph and summarize recommend texts to peers, based on personal preference read books structured in different ways identify the purpose and audience of a text make informed choices on reading based on previous reading retrieve, record and present information from non-fiction texts use technical terminology eg metaphor, analogy, imagery retell key events in sequence ask questions to improve understanding of a text identify main ideas drawn from more than one paragraph and summarise these answer inferential questions by stating a point, backing it up with evidence from the text and explaining thinking make and justify predictions based on what might happen from details stated and implied identify how language, structure, and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, and the impact this may have on the reader explain and discuss their understanding of what they have read, including through formal presentations and debates	read for pleasure, discussing, comparing and evaluating across a wide range of genres identifying characteristics and differences between text types discuss books read to them and those they can read, building on and challenging others' views recommend texts to peers, based on personal preference read books structured in different ways identify the purpose and audience of a text become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other traditions make informed choices on reading based on previous reading identify appropriate intonation, tone, volume and action in other people's performance learn and confidently perform poems with confidence to a range of audiences use technical terminology eg metaphor, analogy, imagery retell key events in sequence ask questions to improve understanding of a text consider different accounts of the same event and discuss viewpoints make and justify predictions based on what might happen from details stated and implied take part in discussions about books, building on their own and others' ideas and challenging views politely
	Range of Reading; making links Familiarity with texts	Word meanings Understanding	Authorial choice Discussing Reading

	Poetry and Performance	Inference and Prediction