



# Manor Drive Primary Academy

## Writing Curriculum Overview

## Whole school vision for writing

Our children will be creative and confident **writers** who use their skills and knowledge to engage the audience for a given purpose.

Pedagogy

# Principles for Writing

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As a result of our writing, the reader will...

Understand

Gain information about a character, place or idea.

Create a mental picture of a person or a place.

Feel

Experience an emotion for a character, from a setting or from an idea.

Concern, hatred, fear, laughter, sadness, anger.

Think

Consider things or ask questions.

Intrigue, make connections, how? why? what next?

# Principles for Writing

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**Our writing curriculum is structured around core novels that are shared with the children. From this, pupils will compose a range of texts with a variety of purposes and audiences.**

# Text types

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To Entertain



To Inform



To Persuade



To Discuss



For each **purpose**, the **audience** and **effect** on the reader will be considered. Children will be expected to explain why they are writing and for whom. They will also be expected to make informed choices as to how they can achieve the effect using a **text type** and language features (artistic techniques).

# Text Types

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## To Entertain

- Narrative
- Descriptions
- Poetry



## To Inform

- Recount
- Letter
- Instructions
- Explanation
- Biography
- Newspaper
- Information
- Diary
- Fact file



## To Persuade

- Advertising
- Letter
- Speech
- Campaign



## To Discuss

- Balanced argument
- Newspaper Article
- Review



# Reception



# Reception Overview

In the EYFS, early writing begins with mark making and giving children compelling reasons to write within classroom role play. A desire to write and an understanding of the purpose is key.

Children also complete dictation activities using the sounds that they have embedded from their phonics lessons. Regular practice in this highly structured way gives children a strong understanding of sentence structure and develops spelling skills by linking spelling directly with phonics.

We explicitly teach handwriting and the correct formation of letters in the early years.

For more information see our EYFS reception curriculum.

Year 1

# Y1 Narrative Coverage

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		Features
Adventure	Adventure	<i>Character description</i> <i>Setting</i> <i>Describe an exciting scene</i>
Adventure		

# Years 1 Non-Fiction Coverage

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<b>Recount</b>  Retelling or recounting of an event or an experience.	<b>Information Text</b>  Give information about a person, place or topic.
<b>Instructions</b>  Explain to someone how to do something.	

# Year 1 Statements Fiction

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Understand	Feel	Think
Describe a character or setting using noun phrases to create an image	Choose vocab to create atmosphere or feeling	
Retell a known story which can be read by an adult	Use simple similes (like a...)	
Use simple similes (as...as a...)		
Use nouns, verbs and adverbs to match the content and purpose		
Use story language such as <i>once upon a time, one day, so, next, but, finally</i>		

# Year 1 Statements Non-Fiction

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Understand	Feel	Think
Compose sentences to give facts and opinions		With support, begin to use rhetorical questions to involve the audience (Do you want to..?)
Write simple texts using temporal language eg first, next, then, after that, finally		
Use conjunctions <i>and, because, but and so</i>		
Use formal or informal style to match purpose and audience		
Use 1st person, 2nd person or 3rd person pronouns to match purpose and audience		

Years 2 and 3

# Y2 and Y3 Narrative Coverage

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		Features
Adventure	Adventure (Historical setting)	<i>Character description</i> <i>Some dialogue</i> <i>Setting</i> <i>Describe an exciting scene</i> <i>Show not tell feelings and emotions</i> <i>Pace through given structure</i>
Mystery	Fantasy	
Supernatural	Science Fiction	



# Years 2 and 3 Non-Fiction Coverage

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<b>Recount</b>  Retelling or recounting of an event or an experience.	<b>Diary</b>  A personal retelling or recounting of an event or an experience.
<b>Letter</b>  Written communication between two people (sender and recipient).	<b>Newspaper</b>  Informs readers of what is happening in the world around them.
<b>Instructions</b>  Explain to someone how to do something.	<b>Explanation</b>  Describes a process (how something works or why something happens).

# Year 2 Statements Fiction

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Understand	Feel	Think
Describe a character or setting using noun phrases to create an image	Describe a character or setting using noun phrases to create feeling or atmosphere	Begin to use rhetorical questions to involve the audience
Use some dialogue	Choose vocab to create atmosphere or feeling	
With prompting, use paragraphs to change place, time or focus	Use simple similes (as a...)	
Use simple similes (as...as a...)		
Use nouns, verbs and adverbs to match the content and purpose		
Use story language such as <i>one day</i> , <i>so</i> , <i>next</i> , <i>but</i> , <i>finally</i> , <i>suddenly</i> , <i>in a flash</i> , <i>after a while</i>		

# Year 2 Statements Non-Fiction

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Understand	Feel	Think
Compose complex sentences to give facts and opinions using conjunctions	Use vocabulary to evoke emotion (according to purpose and audience)	Begin to use rhetorical questions to involve the audience (Want to find out how..?)
Use temporal language eg first, next, then, after that, finally		With support, use vocab to make the reader consider things or ask a question
Use formal or informal style to match purpose and audience		
Use appropriate sentence openers to link ideas and paragraphs (not narrative style)		
With support, use paragraphs to organise ideas		
Use appropriate vocabulary to match audience and purpose		
With prompting, use simple devices such as headings and subheadings		

# Year 3 Statements Fiction

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Understand	Feel	Think
Describe a character or setting using noun phrases to create an image	Describe a character or setting using noun phrases to create a feeling or atmosphere	Use rhetorical questions to involve the audience
Use dialogue (reporting clause last)	Use show not tell to create a feeling or atmosphere	
With some prompting, use paragraphs to change place, time or focus	Choice of words to create atmosphere or feeling.	
Use similes (like a... <i>and</i> as...as a...)	Use similes (like a... <i>and</i> as...as a...)	
Use a range of nouns, alternative nouns, verbs and adverbs to match the content and purpose	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	
Vary sentence openers (fronted adverbials) to show how, where or when the action takes place		

# Year 3 Statements Non Fiction

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Understand	Feel	Think
Describe a character or setting using noun phrases to create an image	Describe a character or setting using noun phrases to create a feeling or atmosphere	Use rhetorical questions to involve the audience
Use dialogue (reporting clause last)	Use show not tell to create a feeling or atmosphere	
With some prompting, use paragraphs to change place, time or focus	Choice of words to create atmosphere or feeling.	
Use similes (like a... <i>and</i> as...as a...)	Use similes (like a... <i>and</i> as...as a...)	
Use a range of nouns, alternative nouns, verbs and adverbs to match the content and purpose	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	
Vary sentence openers (fronted adverbials) to show how, where or when the action takes place		

Years 4 and 5

# Years 4 and 5 Narrative Coverage

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		Features
Adventure	Adventure (Historical - Myths and Legends)	<i>Contrasting characters - hero and villain or hero and fool</i> <i>Dialogue to reflect character traits</i> <i>Setting to create a mood</i> <i>Create an exciting scene</i> <i>Show not tell feelings and setting</i> <i>Pace moved along using speech</i>
Mystery	Fantasy	
Supernatural	Science Fiction	

# Year 4 and 5 Non-Fiction Coverage

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Phase 3	
<b>Information Text</b>  Gives information about a person, place or topic.	<b>Diary</b>  A personal retelling or recounting of an event or an experience.
<b>Letter</b>  Written communication between two people (sender and recipient).	<b>Newspaper</b>  Informs readers of what is happening in the world around them.
<b>Balanced Argument</b>  A discussion to consider both sides of an issue.	<b>Explanation</b>  Describes a process (how something works or why something happens).



# Year 4 Statements Fiction

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Understand	Feel	Think
Detailed description of a character or setting using multiple noun phrases to create an image	Detailed description of a character or setting using multiple noun phrases to create a feeling or atmosphere	Use rhetorical questions to involve the audience
Develop dialogue (reporting clause first) with adverbs	Use show not tell to create a feeling or atmosphere including suspense	Begin to use intrigue to make the reader think 'What might happen...?'
With some prompting, use paragraphs to change place, time or focus	Choice of words to create atmosphere or feeling.	
Use similes (like a... <i>and</i> as...as a...) and metaphors	Use similes (like a... <i>and</i> as...as a...) and metaphors	
Use a range of nouns, alternative nouns, verbs and adverbs to match the content and purpose	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	
Vary sentence openers (fronted adverbials, verb first, adjective(s) first, temporal phrases)		

# Year 4 Statements Non Fiction

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Understand	Feel	Think
Compose a range of complex sentences to give facts and opinions (conjunctions, relative clause, fronted adverbial)	Use vocabulary to evoke an intended emotion (according to purpose and audience)	Use rhetorical questions to involve the audience (If, then...) (Do you..? )
Use formal or informal style to match purpose and audience	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	Use vocab to make the reader consider things or ask a question
With some prompting, use paragraphs to organise ideas using PEE (Point, Explain, Evidence) as a cohesive device		With some support, use techniques to persuade the audience (exaggeration, flattery, dare to disagree)
Use a range of vocabulary to match audience and purpose		
Use organisational devices such as headings and subheadings		
With some support, vary sentence openers to match audience and purpose		

# Year 5 Statements Fiction

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Understand	Feel	Think
Detailed description of a character or setting using multiple noun phrases to create an image	Detailed description of a character or setting using multiple noun phrases to create a feeling or atmosphere	Use rhetorical questions to involve the audience
Develop dialogue (reporting clause (first) with adverbs	Use show not tell to create a feeling or atmosphere including suspense	Begin to use intrigue to make the reader think 'What might happen...?'
With some prompting, use paragraphs to change place, time or focus	Choice of words to create atmosphere or feeling.	Use foreshadowing to create anticipation (e.g. Pathetic Fallacy)
Use similes (like a... and as...as a...) and metaphors	Use similes (like a... and as...as a...) and metaphors	
Use a range of nouns, alternative nouns, verbs and adverbs to match the content and purpose	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	
Vary sentence openers (fronted adverbials, verb first, adjective(s) first, temporal phrases)		

# Year 5 Statements Non Fiction

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Understand	Feel	Think
Compose a range of complex sentences to give facts and opinions - know when to give more detail (conjunctions, relative clause, fronted adverbial, De:de, some;others)	Use ambitious vocabulary to evoke an intended emotion (according to purpose and audience)	Use multiple rhetorical questions to involve the audience (If, if, then... Do you..?)
Use formal or informal style to match purpose and audience	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	Use vocab to make the reader consider things or ask a question
Use paragraphs to organise ideas using PEEL (Point, Explain, Evidence Link) as a cohesive device		Use techniques to persuade the audience (exaggeration, flattery, dare to disagree, counter arguments)
Use a range of ambitious vocabulary to match audience and purpose		
Use organisational devices such as headings, subheadings,bullet points and dashes		
Choose from a variety of sentence openers to match audience and purpose		

Year 6

# Year 6 Narrative Coverage

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	Features
Adventure (Romance, Comedy, Death)	<i>Flashback or character back story</i> <i>Change of settings to match the mood</i> <i>Pace moved along using speech and thoughts</i> <i>Create an exciting scene to affect the reader</i> <i>Character voice through dialogue</i> <i>Show the scene - don't tell it.</i>
Adventure (Historical character)	
Supernatural (Horror)	
Thriller	

# Year 6 Non-Fiction Coverage

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Phase 4	
<b>Biography</b>  An account of someone's life written by someone else.	<b>Diary</b>  A personal retelling or recounting of an event or an experience.
<b>Letter</b>  Written communication between two people (sender and recipient).	<b>Newspaper</b>  Informs readers of what is happening in the world around them.
<b>Balanced Argument</b>  A discussion to consider both sides of an issue.	<b>Explanation</b>  Describes a process (how something works or why something happens).

# Year 6 Statements Fiction

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Understand	Feel	Think
Detailed description of a character or setting using a range of descriptive techniques - Use similes (like a... <i>and</i> as...as a...), metaphors and personification	Detailed description of a character or setting using a range of descriptive techniques - Use similes (like a... <i>and</i> as...as a...) and metaphors and personification	Use multiple rhetorical questions to involve the audience
Develop dialogue (split with reporting clause) with adverbs and character voice to move story along	Use a range of techniques to create a heightened sense of atmosphere or emotion	Use a range of techniques to intrigue the reader
Without prompting, use paragraphs to change place, time or focus	Choice of words to create atmosphere or feeling	Use foreshadowing to create a build up tension and anticipation.
Use a range of nouns, alternative nouns, verbs and adverbs to match the content and purpose	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first, if then)	
Vary sentence openers (fronted adverbials, verb first, adjective(s) first, temporal phrases)		



# Year 6 Statements Non Fiction

Understand	Feel	Think
Compose a range of complex sentences to give facts and opinions - know when to give more detail (conjunctions, relative clause, fronted adverbial, De:de, some;others, PC)	Use ambitious vocabulary to evoke an intended emotion (according to purpose and audience)	Use multiple rhetorical questions to involve the audience (If, if, then... Do you..?)
Use formal or informal style to match purpose and audience	Vary sentence openers to evoke emotion from the audience (emotion first, adverbial first)	Use vocab to make the reader consider things or ask a question
Use paragraphs to organise ideas using PEEL (Point, Explain, Evidence Link) as a cohesive device		Use techniques to persuade the audience (exaggeration, flattery, dare to disagree, counter arguments, facts and opinions)
Use a range of ambitious vocabulary to match audience and purpose		
Use organisational devices such as headings, subheadings, bullet points and dashes		
Choose from a variety of sentence openers to match audience and purpose		