

UKS2 Writing Yearly Overview - Cycle B

Term	Text/Input	Genre/ Main Written Pieces	NC Objectives
Autumn 1	<p>The Lion, the witch and the wardrobe</p> <p>-The shirt Machine</p>	<p>Recount</p> <p>Explanation</p>	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To use the correct form of 'a' or 'an'</p>

			To use of apostrophes for contractions.
Autumn 2	The Baker by the sea	<p>Persuasive poster – Job advert</p> <p>Information Leaflet –</p>	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To indicate possession by using the possessive apostrophe with singular nouns.</p> <p>To use of apostrophes for contractions.</p>

<p>Spring 1</p>	<p>My life as a Cat</p> <p>Midsummer nights dream</p>	<p>Diary –</p> <p>Playscript-</p>	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To indicate possession by using the possessive apostrophe with singular nouns.</p> <p>To use of apostrophes for contractions.</p> <p>To use some accurate use of inverted commas,</p>
<p>Spring 2</p>	<p>Scooby Doo</p>	<p>Mystery –</p>	<p><u>Writing- Composition</u></p>

		<p>Information text – Easter eggs</p>	<p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To indicate possession by using the possessive apostrophe with singular nou</p> <p>To use some accurate use of inverted commas,</p>
Summer 1	How to train a Hippogriff (Harry Potter)	Instructional text –	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p>

	Kaspar	<p>Newspaper -</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p> <p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past</p> <p>To indicate possession by using the possessive apostrophe with singular nouns.</p> <p>To use some accurate use of inverted commas,</p>	
Summer 2	<p>The Dreadful Menace</p> <p>Treasure (film)</p>	<p>Poetry – Free verse</p> <p>Dilemma –</p>	<p><u>Writing- Composition</u></p> <p>To discuss writing similar to that which they are planning to write in order to understand and learn from structure, and grammar.</p> <p>To discuss and record ideas</p> <p>To compose and rehearse sentences orally, progressively building rich and varied vocab and increasing range of sentence structures.</p>

	Suffragette	Persuasion -	<p>To Start to recognise paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-fiction, using simple organisational devices (headings and sub-headings)</p> <p>To read their own writing aloud using appropriate intonation and controlling tone and volume.</p> <p><u>Editing Writing</u></p> <p>To assess effectiveness of their own writing and suggesting improvements.</p> <p>To Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>To proof-read for spelling and punctuation errors.</p> <p><u>Writing - vocabulary, grammar and punctuation</u></p> <p>To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>To use adverbs to express time and cause (and place)</p> <p>To use the present perfect form of verbs in contrast to the past tense</p> <p>To indicate possession by using the possessive apostrophe with singular nouns.</p> <p>To use some accurate use of inverted commas,</p>
--	-------------	---------------------	--

Handwriting and presentation –

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Writing – transcription – Taught using NoNonsense Spelling

Spelling - see [English appendix 1](#)

Pupils should be taught to:

- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in [English appendix 1](#)
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

There is a clear structure for planning writing in KS2:

- shared success criteria
- identify features within a model example
- scaffolded planning
- self-assessing throughout
- magpieing ideas
- 'Hot Write'
- final self-assessment / peer assessment against success criteria