

UKS2 Writing Yearly Overview - Cycle B

Term	Text	Genre/ Main Written Pieces	NC Objectives
Autumn 1	Miss Red Take (literacy shed)	<p>Descriptive Narrative – images from literacy shed (images shed)</p> <p>Character description – Miss Red Take (literacy shed)</p> <p>Recount - Diary entry – Miss Red take (literacy shed)</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	Freedom bird Gulliver	Biography – Freedom bird Fantasy - Gulliver Poetry - <i>Remembrance</i>	<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><i>Hidden figures</i></p>	<p>Persuasive writing – Job advert Nasa – Hidden figures</p> <p>Recount Diary Dorothy Vaughan – Hidden Figures -</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>The Great Kapok tree</p>	<p>Narrative -</p>	<p><u>Writing- Composition</u></p>

		<p><i>Dreamgiver – literacy shed animation</i></p> <p>Persuasive writing – <i>The great Kapok tree</i></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>
<p>Summer 1</p>	<p>Three little pigs - Guardian advert</p>	<p>Journalistic Writing – <i>The three little pigs – advert for the Guardian</i></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>Information Text – Leaflets – Epic adventures</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>
<p>Summer 2</p>	<p>Curiosity – the story of the Mars Rover</p>	<p>Recount - Diary entry – Aunt Marge (Harry Potter)</p> <p>Explanatory Text – curiosity – the story of the Mars rover</p> <p>Poetry – Aspirations and dreams</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>What do you want to be? by Wilf Merrttens Mother to Son by Langston Hughes' poem, Hold Fast to Dreams by Langston Hughes'</p>	<p>To Start to recognise paragraphs around a theme In narratives, creating settings, characters and plot In non-fiction, using simple organisational devices (headings and sub-headings) 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) 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>
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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:

- 'Cold Write'
- 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