

## Writing Curriculum 2024-2025

**Audience, Purpose and Type needs to be made explicit throughout every topic.**

### Threshold concepts

*These are the long-term objectives of writing & reading that run throughout the whole school*

Composition	Transcription	Analysis and Presentation	Reading
<p><b>Write with purpose</b></p> <p>Understanding the purpose(s) of a piece of writing.</p> <p><b>Use imaginative description</b></p> <p>Developing an appreciation of how best to convey ideas through description.</p> <p><b>Organise writing appropriately</b></p> <p>Developing an appreciation of how best to convey ideas through description.</p> <p><b>Use paragraphs</b></p> <p>How to group ideas to guide the reader.</p> <p><b>Use sentences appropriately</b></p> <p>Using different types of sentences for clarity and effect.</p>	<p><b>Presently neatly</b></p> <p>Developing an understanding of handwriting and clear presentation.</p> <p><b>Spell correctly</b></p> <p>Understanding the need for accuracy.</p> <p><b>Punctuate accurately</b></p> <p>Understanding that punctuation adds clarity to writing.</p>	<p><b>Analyse writing</b></p> <p>Understanding how grammatical choices give effect and meaning to writing.</p> <p><b>Present writing</b></p> <p>Learning to reflect upon writing and reading it aloud to others.</p>	<p><b>Read words accurately</b></p> <p>Decoding and fluency</p> <p><b>Understand texts</b></p> <p>Understanding the literal and more subtle nuances of texts.</p>

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<b>Nursery</b>	<b>Do you know a Nursery Rhyme?</b>	<b>How do we celebrate?</b>	<b>What is a farm?</b>	<b>Where are we going?</b>	<b>How does it grow?</b>	<b>Are you ready for big school?</b>
<b>Key Texts</b>	Humpty Dumpty Hickory Dickory Dock Incy Wincy Spider Baa Baa Black Sheep Twinkle, Twinkle Little Star	Remember Remember The Fifth of November My First Diwali The First Christmas	Mrs Wishy-Washy's Farm Noisy Farm Rosie's Walk I Love Animals	Journey Home From Grandpa's We're Going On A Bear Hunt Whatever Next!	Jasper's Beanstalk The Very Hungry Caterpillar A Seed In Need	Topsy and Tim Start School Starting School The Colour Monster Goes To School
<b>Key Skills</b>	To enjoy drawing freely  Add some marks to their drawings, which they give meaning to. For example: 'That says mummy.'	Includes mark making and early writing in their play  Gives meaning to the marks they make	To be able to form simple lines and shapes as early writing marks	Use some of their print and letter knowledge in their early writing  Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	Write all or some of their name  Write some letters accurately  Explore writing for a range of purposes	Write the letters of their name by copying  To begin to write some sounds that they hear  They make letter like representations of letters they know

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Reception	Being Unique (7 weeks)	Celebrations (7 weeks)	Sea Creatures (5 weeks)	Animals (5 weeks)	Traditional Tales (5 weeks)	Superheroes (6 weeks)
Key Texts	All Are Welcome Super Duper You Simon Sock	Binny's Diwali Kipper's Birthday Eight Nights, Eight Lights Dear Santa	Commotion in the Ocean Rainbow Fish Someone Swallowed Stanley	Dear Zoo Safari First books: 'Elephants'	The Three Little Pigs Jack and The Beanstalk The Gingerbread Man	A Superhero Like You A Superpower Like Mine Superkid Supertato
Writing Outcomes	Writing their name Scaffolded Sentence List	Transcription: sentence writing about fireworks. Invitation Sentences for dictation Christmas List	Labelled images Recount of Sea Life Centre trip (scaffolded sentence) Sentences for dictation	Labelling a zoo animal Recount - Mobile Zoo (sentence) Fact File	Speech Bubble Sentences for dictation	Recount of Farm Trip List-like Sentence I.D Card Self-description Innovate a story
Key Skills	<p><b>Write their own name from memory (All Are Welcome)</b></p> <ul style="list-style-type: none"> <li>-Label words with initial sound.</li> <li>- Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Forming letters with accuracy.</li> </ul> <p><b>'I am sometimes' sentence (scaffolded) (Super Duper You)</b></p> <ul style="list-style-type: none"> <li>- Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Spell cvc words</li> <li>- Forming letters with accuracy.</li> <li>-Simple nouns &amp; adjectives</li> </ul> <p><b>List writing (Simon Sock)</b></p> <ul style="list-style-type: none"> <li>- Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Spell cvc words</li> <li>- Forming letters with accuracy.</li> <li>-Nouns</li> </ul>	<p><b>Firework sentence (Binny's Diwali)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Spell cvc words</li> <li>-Form letters accurately.</li> <li>-Simple adjectives</li> <li>-Nouns/Personal Pronouns</li> </ul> <p><b>Ingredients for a cake (Kipper's Birthday)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Spell cvc words</li> <li>-Form letters accurately.</li> <li>-Nouns/Personal Pronouns</li> </ul> <p><b>Orally explain key events for adults to dictate (Eight Nights, Eight Lights)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Spell cvc words</li> <li>-Form letters accurately.</li> <li>-Nouns/Personal Pronouns</li> <li>-Simple sentences</li> </ul> <p><b>Christmas List (Dear Santa)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to make plausible attempt at spelling.</li> <li>-Spell cvc words</li> <li>-Form letters accurately.</li> <li>-Nouns</li> </ul>	<p><b>Labelling a sea creature (Commotion in the Ocean)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Nouns</li> </ul> <p><b>Recount (Sea Life Centre)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple past tense verbs.</li> </ul> <p><b>Descriptive labelling (Rainbow Fish)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple adjectives.</li> <li>-Adjective/Noun/Verb agreement.</li> </ul> <p><b>Sentences for dictation (Someone Swallowed Stanley)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple past tense verbs</li> <li>-Simple adjectives.</li> <li>-Nouns</li> </ul>	<p><b>Labelling a zoo animal (Dear Zoo)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple adjectives</li> <li>-Synonyms</li> <li>-Conjunction 'and'</li> </ul> <p><b>Recount (Mobile Zoo)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Nouns</li> <li>-Subject/Verb agreement (past tense form)</li> <li>-Simple adjectives</li> <li>-Conjunction 'because'</li> </ul> <p><b>Fact File (Safari First books)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Title page</li> <li>-Labelled diagram</li> <li>-Sub heading</li> <li>-Simple sentence (statements)</li> <li>-Capital letter to open a sentence.</li> <li>-Full stop to finish a sentence.</li> </ul>	<p><b>Speech Bubble (The Three Little Pigs)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Nouns</li> <li>-Subject/Verb relationship</li> <li>-Spoken dialogue.</li> </ul> <p><b>Sentences for dictation (Jack &amp; The Beanstalk)</b></p> <ul style="list-style-type: none"> <li>--Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple adjectives</li> <li>-Subject/Verb (past tense form)</li> <li>-Simple sentences (statements)</li> <li>-Capital letter to open a sentence.</li> <li>-Full stop to finish a sentence.</li> </ul> <p><b>Sentences for dictation (Gingerbread Man)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple adjectives</li> <li>-Subject/Verb (past tense form)</li> <li>-Conjunction 'and'</li> <li>-Capital letter to open a sentence.</li> <li>-Full stop to finish a sentence.</li> </ul>	<p><b>Recount (Farm Trip)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Nouns</li> <li>-Subject/Verb (past tense form)</li> <li>-Simple adjectives</li> <li>-Conjunction 'and'</li> </ul> <p><b>List: (Superhero Like You)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Bullet points</li> <li>-Nouns</li> <li>-Capital letter to open a sentence</li> </ul> <p><b>Own Superhero I.D Card (Superpower Like Mine)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Nouns</li> <li>-Simple Adjectives/Synonyms</li> <li>-Capital letter to open a sentence.</li> </ul> <p><b>Self-description (simple sentences) (Superkid)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple adjectives</li> <li>-Subject/Verb (past tense form)</li> <li>-Conjunction 'and'</li> <li>-Capital letter to open a sentence.</li> <li>-Full stop to finish a sentence.</li> </ul> <p><b>Independent simple and compound sentence writing (Supertato)</b></p> <ul style="list-style-type: none"> <li>-Use phonetic knowledge to spell words correctly.</li> <li>-Spell cvc, cvcc and ccvc words.</li> <li>-Form letters accurately.</li> <li>-Simple adjectives</li> <li>-Subject/Verb (past tense form)</li> <li>-Conjunction 'and'</li> <li>-Capital letter to open a sentence.</li> <li>-Full stop to finish a sentence.</li> </ul>

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<b>Year 1</b>	<b>The Colour Monster (3 weeks)</b>	<b>Rhyme and Rhythm (4 weeks)</b>	<b>Traditional Tales (7 weeks)</b>	<b>Non-Chronological Reports (5 weeks)</b>	<b>Stories from a range of cultures (2 weeks)</b>	<b>Stories from a range of cultures (4 weeks)</b>	<b>Letter Writing (5 weeks)</b>	<b>Stories about fantasy worlds (5 weeks)</b>
<b>Key Texts</b>	The Colour Monster	Oi Frog series	3 Little Pigs Goldilocks & the 3 Bears 3 Billy Goat's Gruff	The Big Book of Beasts	Zahra	Handa's Surprise	Dear Greenpeace	Journey
<b>Writing Outcomes</b>	Contribution to a class book.	Own rhyme poem	Retell opening to Goldilocks and the 3 bears.  Retell story of 3 Billy Goats' Gruff	Non-chronological report	Character description	Innovate a story	Formal letter to Greenpeace	Innovation of own story
<b>Key Skills</b>	<b>The Colour Monster:</b> -form letters consistently -synonyms for feelings -adjectives -simple and compound sentences -use 'and' to join sentences -use similes -use full stops and capital letters.	<b>Rhyme and Rhythm:</b> -form letters consistently -rhyming structure present. -use a range of verbs -simple and compound sentences -sequence sentences -use question marks for questions.	<b>Traditional tales:</b> -form letters consistently -traditional story start. -sequence sentences -brief description of setting and characters using adjectives. -time openers to order the story. -past tense verbs to describe actions. -simple and compound sentences. -full stops and capital letters. -use exclamation marks for exclamations.	<b>Non-chronological report:</b> -form letters consistently -headings and sub-headings -organise sentences under sub-headings -range of verbs for actions. -factual adjectives. -full stop and capital letters -some technical vocabulary -simple and compound sentences -use of conjunction 'and'. -third person - formal -pictures and captions	<b>Character description:</b> -form letters consistently -describe what character looks and acts like. -adjectives -full stops and capital letters -simple and compound sentences -coordinating conjunctions to link ideas	<b>Innovate a story:</b> -form letters consistently -order events into beginning, middle and end. -time openers to sequence the events. -traditional story language. -simple and compound sentences -full stops and capital letters -adjectives to describe, begin to use expanded noun phrases. -coordinating conjunctions used to link ideas -question and exclamation marks.	<b>Formal Letter:</b> -form letters consistently -Ideas organised into groups. -first person – past tense. -simple and compound sentences. -coordinating conjunction 'and' and 'so' to link ideas. -adjectives -time openers to sequence. -full stops and capital letters. -question and exclamation marks.	<b>Innovate a fantasy story</b> -form letters consistently -order events into beginning, middle and end. -traditional story language. -description of character and setting. -simple and compound sentences. -past tense verbs. -range of conjunctions to link ideas. -expanded noun phrases -full stops and capital letters -question and exclamation marks.

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Year 2	Different Stories from the same author (4 weeks)	Different Stories from the same author (5 weeks)	Different Stories from the same author (5 weeks)	Non chronological report (5 weeks)	Traditional Tales (6 weeks)	Roald Dahl (3 weeks)	Roald Dahl (2 weeks)	Roald Dahl (4 weeks)	Letter Writing (3 weeks)
Key Texts	Room on the Broom	The Ugly Five	Zog	The Big Book of the Blue	Jack and the Beanstalk Jim and the Beanstalk Jack and the Jelly Beanstalk	George's Marvellous Medicine	George's Marvellous Medicine	George's Marvellous Medicine	Coming to England
Writing Outcomes	Character description	Informal postcard	Retelling a narrative	Non-chronological report	Alternative version of narrative	Instructions: making a potion.	Poetry – revolting rhyme	Persuasive advert	Informal letter
Key skills	<b>Character description:</b> -description of character's physical appearance -related sentences grouped -present tense -full stops and capital letters -coordination -expanded noun phrases -verbs for character movements -proper and common nouns	<b>Informal postcard:</b> -date, introduction, conclusion. -ideas organised into groups. -first person – informal – past tense. -different sentence types -full stops, capital letters, question and exclamation marks. -coordination 'and', 'but', 'so' and subordination 'because' -expanded noun phrases -apostrophes for contraction.	<b>Retelling:</b> -use of typical story language -organised sections -connections between sentences. -time related words to order sentences. -past tense -coordination – 'and', 'but', 'so' -verbs to describe actions -expanded noun phrases -simple adverbs -apostrophes for contraction. -dialogue between characters -full stops, capital letters, question and exclamation marks.	<b>Non-chronological report:</b> -headings and sub-headings -pictures and captions -some technical vocabulary used -glossary – technical language explained -questions – invite the reader to know more -commas to separate lists -full stops, capital letters, question and exclamation marks. -use of adverbs -use of coordination and subordination -technical adjectives -expanded noun phrases -third person, formal	<b>Alternative fairy-tale:</b> -typical story language -key genre features -references to original story. -sections/paragraphs -time related words to order sentences. -full stops, capital letters, question and exclamation marks. -coordination and subordination -expanded noun phrases -apostrophes for contraction. -apostrophes for singular possession. -direct speech – speech marks -simple adverbs -different sentence openers -past progressive tense	<b>Instructions:</b> -title – what will be achieved? -list of equipment/materials -sequenced steps – key openers. -present tense – 2 <sup>nd</sup> person -sentence openers to sequence. -commas to separate lists -full stops, capital letters, question and exclamation marks. -coordination and subordination -imperative verbs -simple adverbs	<b>Poetry:</b> <b>revolting rhyme:</b> -ideas in verses -consistent tense -use of alliteration and onomatopoeia -rhyming patterns -coordination -expanded noun phrases -prepositions -question and exclamation marks. -simple adverbs	<b>Persuasive advert:</b> -introduction and conclusion -ideas organised into groups. -direct address to the reader. -facts and opinions -repetition -emotive language -question and exclamation marks. -coordination and subordination -expanded noun phrases -commas to separate items in lists. -rhetorical questions -apostrophes for contraction	<b>Informal letter:</b> -organisational devices -introduction and conclusion -main ideas organised in paragraphs by topic -sequencing techniques – time related words -first person – past tense -informal tone -question and exclamation marks. -coordination and subordination -expanded noun phrases -commas to separate items in lists. -adverbials for time and place

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Year 3	Dragons (3 weeks)	Dragons (3 weeks)	Dragons (4 weeks)	Gender identity (4 weeks)	Diversity (5 weeks)	Letter Writing (formal and informal) (6 weeks)	Poetry: Imagery/ Performance (3 weeks)	Key Authors: Michael Morpurgo (4 weeks)
Key Texts	Tell me a dragon,	The Dragon Machine,	Cinders the bubble blowing dragon,	My Shadow is Pink	Little People, Big Dreams: Rosa Parks	The Day the Crayons Quit	The Boneyard Rap	The Butterfly Lion
Writing Outcomes	Description	Instructions: how to collect dragons	Adventure story	Internal monologue	Biography of Rosa Parks	Informal letter  Formal letter to Miss Whittington	Innovate a rap	Pamphlet for or against the zoo.
Key skills	<b>Description:</b> -appearance and personality to be described -description for character actions -consistent tense -simple, compound and complex sentences -sentences relating to senses -figurative language to enhance description (similes) -expanded noun phrases -precise verbs – specify actions -thesaurus to select precise vocabulary.	<b>Instructions:</b> -introductory statement -sequenced, chronological steps - diagrams/illustrations -present tense -commas in a list -commands using imperative verbs -pronoun 'you' -adverbs and adverbials for time and manner. -prepositional phrases -expanded noun phrases	<b>Adventure story:</b> -embedded story structure -key narrative phrases to indicate time. -organised in paragraphs -cohesion strengthened by character relationships -tense maintained -simple and compound sentences -complex sentences (main + subordinate clause) -use of adverbials -direct speech – punctuated accurately. -appropriate adjectives -apostrophes for omission and possession -precise verbs – specify actions	<b>Internal monologue:</b> -paragraphs around key events -character to express opinion -1 <sup>st</sup> person – informal – past tense -simple and compound sentences. -powerful verbs -rhetorical questions -time and cause with use of conjunctions -expanded noun phrases -apostrophes for contractions -Nouns/pronouns to avoid repetition.	<b>Biography:</b> -headings and sub-headings -topic sentences to start new paragraphs. -chronological order -3 <sup>rd</sup> person – formal – past tense -factual information -extend sentences with subordinate conjunctions -expanded noun phrases -adverbs, prepositions and conjunctions -possessive apostrophe -punctuate accurately – full stops, question and exclamation marks. -precise adjectives.	<b>Informal letter:</b> -Organisational devices -Clear introduction -Organised by paragraphs – topic -first person – informal -appropriate close/sign off -simple and compound sentences -some complex sentences -appropriate adverbials -nouns/pronouns – avoid repetition -prepositions & prepositional phrases. -apostrophes for contractions  <b>Formal letter:</b> -Organisational devices -Clear introduction -Organised by paragraphs – topic/theme. -first person – formal -appropriate close/sign off -simple and compound sentences -complex sentences (main + subordinate clause) -appropriate adverbials -nouns/pronouns – avoid repetition -possessive apostrophe -technical vocabulary	<b>Rap:</b> -organise in verses -consistent rhyming structure -poem written to ensure rhythmic performance -simple and compound sentences -similes -alliteration -onomatopoeia -expanded noun phrase -repetition for effect -commas at the end of each line -adjectives -precise verbs	<b>Pamphlet:</b> -clear introduction -for and against points – take a viewpoint. -organised in paragraphs – topic sentences, supporting details, summarising sentence. -formal tone -use of fronted adverbials – comma to follow -varying openers -rhetorical questions. -appropriate adjectives -nouns/pronouns – avoid repetition -possessive apostrophe for plural nouns.

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Year 4	Narrative: Modern fairy tale (3 weeks)	Narrative: Modern fairy tale (4 weeks)	Gender Identity (6 weeks)	Stories with Cultural Settings (4.5 weeks)	Stories with Cultural Settings (5.5 weeks)	Non-chronological report (5 weeks)	Poetry: Shape, form and narrative (3 weeks)	Writing to argue (5 weeks)
Key Texts	The Iron Man	The Iron Man	Bill's New Frock	The Firework Maker's Daughter	The Firework Maker's Daughter	Windrush Child – Benjamin Zephaniah	Windrush Child – John Agard	Windrush Child – Benjamin Zephaniah
Writing Outcomes	Setting description	Narrative	Playscript scene: including a monologue	Diary entry	Persuasive letter	Non-Chronological Report	Haiku Acrostic Poem	Speech
Key skills	<b>Setting description:</b> -character to move through setting with purpose -setting features weaved into meaningful order -sentences relating to senses -similes to compare -metaphors -personification -onomatopoeia -fronted adverbials – comma to mark -simple repetition structures -precises verbs/adjectives -prepositions – position -adverbials	<b>Narrative:</b> -story structure embedded -ending enables story to come full circle -begin to link ideas between paragraphs with fronted adverbials -varied sentence structure and openers -sentences relating to senses -fronted adverbials – comma to mark -punctuate direct speech -begin to use commas for clauses -apostrophes for possession -adverbs to show how often and subtlety of meaning	<b>Playscript, including monologue:</b> -new line for each speaker -character's personality clear -first person – informal -monologue – facts and opinions with feelings -monologue – rhetorical qs -monologue – extended sentences -present tense – stage directions -brackets: stage directions -adverbs: stage directions -absence of speech marks -apostrophes for possession	<b>Diary:</b> -date – when was it written? -chronological order – sequenced paragraphs -links between sentences -first person – informal – past tense -elaboration to reveal writer's emotion -varied sentence structure -fronted adverbials – commas to mark -noun phrases expanded – modify adjectives, nouns and prepositions -rhetorical questions -apostrophes for possession -subordinate clause to vary in the sentence.	<b>Persuasive letter:</b> -address and date -direct address to reader -paragraphs by key ideas -formality dependant on recipient -variation in sentence structure -expanded noun phrases -apostrophes for possession -adverbs show frequency, possibility and degree -nouns/pronouns to aid cohesion. -subordinate clause to vary in the sentence.	<b>Non-chronological report:</b> -heading – introduce the topic -sub-headings – organise into categories -pictures/captions -3 <sup>rd</sup> person – formal -factual information -bullet points to organise -technical vocabulary -variation – sentence structure -links between sentences -questions to the reader -fronted adverbials – comma to mark -compound/complex sentences -apostrophes for possession -adverbs to show how often -nouns/pronouns used for clarity	<b>Non-rhyme poems:</b> -organised in verses -specific layout chosen -repetition with variety -figurative language – onomatopoeia -prepositions -variety of sentence lengths -precise verbs and adjectives -nouns/pronouns for clarity -use of commas to mark verses.	<b>Speech:</b> -opening statement – introduce issue -for and against – take a viewpoint. -conclusion – reinforce arguments -paragraphs around themes -topic sentences -present tense – formal tone -variation in sentence structure -fronted adverbials – comma to mark -rhetorical questions -conjunctive adverbs – introduce an explanation -apostrophes for singular and plural possession

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Year 5	Shakespeare (4 weeks)	Film Narrative (4 weeks)	Film Narrative (5 weeks)	Text Study (4 weeks)	Text Study (6 weeks)	Narrative Poetry (4 weeks)	Narrative Poetry (3 weeks)	Stories from other cultures (5 weeks)
Key Texts	Macbeth	Beyond the lines	The Piano	The Boy in the Striped Pyjamas	The Boy in the Striped Pyjamas	The Highwayman	The Highwayman	Mufaro's Beautiful Daughters
Writing Outcomes	Playscript	1 <sup>st</sup> person recount	Narrative with flashback	Informal letter: Bruno to his friend	Newspaper report: Bruno missing	Internal monologue	Persuasive advert	Rewriting narrative from a different character's perspective.
Key skills	<b>Playscript:</b> -clear distinction between narrator and other characters -characters have clear function -personalities inferred through vocab choice -absence of speech marks -stage directions – gesture, tone, expression -stage directions – present tense -stage directions – adverbs to accompany imperative verbs -stage directions – used sparingly. -concise noun phrases -range of punctuation -name of character before colon -precise adjectives, verbs and adverbs -archaic language used	<b>1<sup>st</sup> person recount:</b> -first person – informal – past tense -facts and opinion -devices build cohesion within paragraphs -description – detailed and engaging -organised chronologically -sentence length varies -parenthesis punctuated by commas to clarify meaning. -rhetorical questions -dashes after a main clause.	<b>Narrative with flashback:</b> -sequence of plot may be disrupted for effect -trigger to stimulate flashback -opening and resolution shape story -paragraphs vary in length/structure -tense change when flashback begins -sentence length varies -relative clause – begins with a relative pronoun and punctuated with commas to clarify. -repetition for effect -personification -dashes after a main clause. -adverbials of time and place	<b>Informal letter:</b> -correct formatting -introduction and conclusion -links between paragraphs established -purpose of letter clear -informal tone -change tense according to topic -sentence length varies -range of statements/questions -complex sentences – well-known expressions -brackets, dashes to create parenthesis. -semi-colons to link main clauses. -modal verbs -adverbials of time, place and number	<b>Newspaper report:</b> -headline to attract reader's interest -orientation – summary of main points -body – detail about how the story unfolded -quotations – succinct and emotive -reorientation – where might the story go next (tense change)? -3 <sup>rd</sup> person – formal – mostly past tense -passive voice -conjunctive adverbs to show opposite points and outcomes -complex sentences -relative clauses -parenthesis with commas to avoid ambiguity -direct and reported speech -adverbs – place and time	<b>Internal monologue:</b> -first person – formal -developed introduction and conclusion -organised chronologically -sentence length varies -expanded noun phrases -rhetorical questions -dashes to mark clauses and extend a thought -commas to avoid ambiguity -adverbials of time and place -modal verbs	<b>Persuasive advert:</b> -key layout features -developed introduction -closing statement -paragraphs developed with prioritised information -viewpoint transparent -emotive language -sentence length varies -commands using the imperative -conjunctive adverbs to open and link clauses -hyperbole to exaggerate -semi-colons to link main clauses. -modal verbs -adverbs – possibility or degree	<b>Narrative from alternate perspective:</b> -language and cultural features of Zimbabwe -elements of plot distorted to character's perspective -key traditional tale features -opening/resolution to shape story -open paragraphs in variety of ways. -paragraphs links/vary in length -sentence length varies -relative clauses -appositives as parenthesis. -purposeful figurative language – metaphors, personification -direct speech within variety of sentence structures -brackets, semi-colons and dashes -adverbials of time and place -modal verbs -pronouns to hide doer of action



# Beam County Primary School - Writing Curriculum Map 2024-25



<b>Year 6</b>	<b>Text Study (3 weeks)</b>	<b>Text Study (4 weeks)</b>	<b>Text Study (5 weeks)</b>	<b>Myths &amp; Legends (5 weeks)</b>	<b>Suspense (6 weeks)</b>	<b>Complex Narrative (3 weeks)</b>	<b>Plot With Ethical Issues (5 weeks)</b>
<b>Key Texts</b>	The Faraway Truth	The Faraway Truth	The Faraway Truth	The Adventures of Odysseus Mythologica	The Raven Alma	The Arrival	Pig Heart Boy
<b>Writing Outcomes</b>	Informal letter	Monologue	Newspaper report	Non-Chronological Report	1 <sup>st</sup> /3 <sup>rd</sup> person duel suspense story.	Narrative: Chapter 1	Balanced Argument
<b>Key skills</b>	<b>Informal Letter:</b> -usual letter layout features -answers the reader's questions -response considers impact -information prioritised -verb form controlled/precise -sentence length and type varies -fronted adverbials -relative clauses embed information -dashes, brackets and commas -complex noun phrases -prepositional phrases -adverbials to link paragraphs	<b>Monologue:</b> -thoughts are well-constructed -emotive language -information prioritised by writer's point of view -verb form controlled/precise -modifiers used to intensify or qualify -sentence length and type varies -relative clauses embed information -dashes, brackets and commas -dashes to extend rhetorical questions. -complex noun phrases -adverbials to link paragraphs	<b>Newspaper:</b> -emotive/exaggerated language -headline could include pun -article well-constructed -orientation, body, quotations, reorientation -formal language and tone -past tense mostly (present for reorientation) -conjunctive adverbs after a semi-colon to combine clauses. -relative clauses and appositives -direct and reported speech -sentence length and type varies -fronted adverbials to clarify reader's position -dashes, brackets, commas -passive voice -americanisms -adverbials to link paragraphs -modifiers to intensify and qualify	<b>Non-Chronological Report:</b> -developed introduction and conclusion with key layout features -answers readers' questions -information prioritised by importance -formal and technical language -passive voice -relative clauses -verb forms controlled -sentence length and type varies -fronted adverbials clarify writer's position -brackets, dashes -semi-colons to create list-like sentences. -colons after a main clause to introduce lists -punctuate bullet points -modifiers to intensify and qualifier -adverbials to link paragraphs -prepositional phrases -conjunctive adverbs to mark clauses -hyphens to avoid ambiguity	<b>Suspense story:</b> -story well-constructed and raises intrigue -deliberate ambiguity in reader's mind -viewpoint well-controlled and precise -foreshadowing -pathetic fallacy -paragraphs developed and extended to create tension -verb forms controlled/precise -sentence length and type varies -fronted adverbials to clarify position -figurative language to build description -use of literary devices: repetition, anaphora etc. -semi-colons, dashes -commas to clarify meaning -prepositional phrases -adverbials to link paragraphs -modifiers to intensify and qualify -Indefinite pronouns. -simple sentences to enhance mood and add emphasis.	<b>Narrative: Chapter 1</b> -story well-constructed and raises intrigue -dialogue to convey character and advance action -deliberate ambiguity in reader's mind -viewpoint well-controlled and precise -paragraphs developed and extended -verb forms controlled/precise -sentence length and type varies -fronted adverbials to clarify position -figurative language to build description -use of literary devices: repetition, rule of 3 etc. -semi-colons, dashes -commas to clarify meaning -prepositional phrases -adverbials to link paragraphs -modifiers to intensify and qualify -Indefinite pronouns.	<b>Balanced Argument</b> -opening statement – introduce issue -for and against – no favouritism -arguments well supported by research. -conclusion – reinforce both sides of argument -paragraphs linked by adverbials. -formal tone -verb forms well controlled -variation in sentence structure -relative clauses and appositives. -semi-colons to link main clauses. -colons after a main clause to explain. -commas to avoid ambiguity. -rhetorical questions -conjunctive adverbs to mark clauses. -apostrophes for singular and plural possession -hyphens to avoid ambiguity