



Westonzoyland Primary School Whole School Writing Curriculum

Y1	Main Written Outcomes	Small steps to teach each term – sentence writing		
Autumn 1	Children should not be asked to complete complex written tasks such as story writing until the component skills of writing have become fluent and automatic. Children's oral composition and language skill will develop more quickly to the written outcomes.	- Children have at least one grapheme for all 44 phonemes. - Correct letter formation for every letter. - Learn to use letter names. - Understand that 'A sentence is a complete thought with a noun and a verb'. - Understand that 'A noun is a word for a person, object or a place' (nouns POP). - Understand that 'A verb is an action word' (doing). - Know that the first letter of the first word in a sentence is always a capital letter (or uppercase). - Know how to write capital letters. - Know that a sentence always ends in a full stop. - Separate words with spaces.	Focus Text:	Authorial techniques:
			Focus Text:	Authorial techniques:
Autumn 2	Children will be able to form two to three technically perfect sentences (spelling phonically plausible).	- Children have a more precise choice of graphemes for their phonemes. - Know sentence definitions by heart. - Include plural words in dictated sentences and explain when to use 's' or 'es'	Focus Text:	Authorial techniques:
			Focus Text:	Authorial techniques:
Spring 1	Children will be able to form two to three technically perfect sentences (spelling phonically plausible).	- Write questions using question marks. - Introduce terminology 'An adjective is a describing word that adds information to a noun'. - Use 'un-' to change the meaning of adjectives and verbs.	Focus Text:	Authorial techniques:
			Focus Text:	Authorial techniques:
Spring 2	Children will be able to form three to four technically perfect sentences (spelling phonically plausible).	- Write exclamation sentences using exclamation marks. - Include verbs ending in -ing with no spelling changes in dictated sentences. (going, doing, flying). - Include verbs ending in -ed with no spelling changes in dictated sentences (slowed, helped, thanked).	Focus Text:	Authorial techniques:
			Focus Text:	Authorial techniques:
Summer 1	Children will be able to form four to five technically perfect sentences (spelling phonically plausible).	- Use 'and' to form compound sentences from two simple sentences. - Include adjectives ending in '-er' and '-est' with no spelling changes (fast, slow, quick, small).	Focus Text:	Authorial techniques:
			Focus Text:	Authorial techniques:
Summer 2	Children will be able to form five technically perfect sentences (spelling phonically plausible) and link these into a basic narrative.	- Consolidate all the skills and knowledge and begin to sequence sentences into short narratives. - Know that a simple sentence has a noun and a verb. - Use capital letters and full stops. - Use 'and' to join some sentences to make compound sentences.	Focus Text:	Authorial techniques:
			Focus Text:	Authorial techniques:

Y2	Main Written Outcomes		Small steps to teach each term – sentence writing		
Autumn 1	Fiction:	An imagined tale from a narrator's point of view (third person)	• Spend the first few weeks recapping the main Y1 sentence writing small steps. • A simple sentence has a noun, a verb, a capital letter at the start and a full stop at the end. • We can extend simple sentences by expanding nouns into noun phrases. • A noun phrase is a group of words that work together as a well-described noun. • Stories are often written in the past tense which shows it has already happened. • Simple past tense verbs often end in '-ed'.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Autumn 2	Fiction:	An imagined tale from a narrator's point of view (third person)	• A compound sentence is two simple sentences joined by a coordinating conjunction, such as 'and', 'but' or 'so'. • A sentence can do four different jobs. • A statement sentence tells you something that is a fact. • A question sentence asks something that requires an answer. • An exclamation sentence expresses a strong emotion. • A command sentence tells you what to do and begins with a bossy (imperative) verb.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Spring 1	Fiction:	An imagined tale from a character's point of view (first person)	• A complex sentence has more than one clause. • A clause is a part of a sentence: it is a group of words which always includes a verb. • Most complex sentences have a subordinating conjunction, such as 'when', 'if', 'because' or 'that'. • Stories and recounts can be written in the first person (I, me, my) when the writer pretends to be the character or in the third person when the writer tells the story about someone else.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Spring 2	Fiction:	An imagined tale from a character's point of view (first person)	• We can add information to a verb using when-adverbs and how-adverbs. • A when-adverb tells you when the verb is happening, such as 'next', 'then', 'after', 'before'. • A how-adverb tells you the way the verb is happening, such as 'suddenly', 'slowly', 'luckily', 'sadly'.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Summer 1	Fiction:	An imagined tale from a narrator's point of view (third person)	• There are two types of past tense verb. • Simple past tense verbs end in '-ed'. • Past progressive verbs use 'was' and end in '-ing' (such as 'was jumping'). • Writers use the past progressive verb form to make their readers feel like they are there in the story. • We use commas to separate a list of words which makes it easier to read.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Summer 2	Fiction:	An imagined tale from a character's point of view (first person)	• Apostrophes are used to show who a noun belongs to. • Apostrophes are used to show a contracted (shortened) version of a word, such as 'can't' or 'won't'. • When we write in the present tense, we can use the simple present (he jumps) or the present progressive (he is jumping). • The present progressive makes it clearer that something is happening right now.	Focus Text:	Authorial techniques:
	Non-fiction:	Recount of a real experience		Focus Text:	Authorial techniques:

Y3	Main Written Outcomes		Small steps to teach each term – sentence writing		
Autumn 1	Fiction:	Narrative with a character focus	• Spend the first half-term of Y3 ensuring that all children understand the sentence writing small steps from KS1 and can use these ideas with fluency and automaticity. You may like to consider introducing no new content to ensure these important component skills are mastered. There are three main types of sentence: simple sentences, compound sentences and complex sentences. • Simple sentences are made of one clause which has a noun and a verb. • Compound sentences have two clauses, joining two simple sentences with a coordinating conjunction – 'and', 'but' or 'so' • Complex sentences use commas to separate multiple clauses. • The nouns and verbs in any clause can be extended using adverbs.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Autumn 2	Fiction:	Narrative with a setting focus	• We use paragraphs to group sentences that are about the same topic or idea. • We usually show the separation between paragraphs by leaving a blank line to make it easier for the reader. • Where-adverbs give more information about where the verb is happening (under, below, behind). • Where-adverbs are also called 'prepositions'.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Spring 1	Fiction:	Narrative with a character focus	• We use inverted commas to show when a character is speaking in our writing. • An inverted comma goes before the character begins to speak and at the end of what they say. • What is said by a character inside the inverted commas is often followed by a short clause of narrative in the same sentence, (such as 'said Max'). This part does not go inside the inverted commas because the narrator is saying it, not the character. • When a new character starts speaking, we start a new line.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Spring 2	Fiction:	Narrative with a setting focus	• In non-fiction writing, we use headings and sub-headings to introduce what a section of the text is all about. •	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Summer 1	Fiction:	Narrative with a setting and character focus	• When we are writing in the past tense, we most often use the simple past (she jumped / she went outside). • We use the present perfect verb form to say that something has only just happened. • To use the present perfect verb form, we use 'has' and then a simple past tense verb (has jumped / has gone outside).	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Summer 2	Fiction:	Narrative with a setting and character focus	•	Focus Text:	Authorial techniques:
	Non-fiction:	Recount of a real experience		Focus Text:	Authorial techniques:

Y4	Main Written Outcomes		Small steps to teach each term – sentence writing	Authorial technique	
Autumn 1	Fiction:	Narrative with a character focus	Spend the first few weeks cementing the main sentence writing small steps already taught. - There are three main types of sentence: simple sentences, compound sentences and complex sentences. - Phrases are parts of a sentence without a verb. - Clauses are parts of a sentence which include a verb. - We can describe nouns carefully by turning them into noun phrases using adjectives and other words. - We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. - We use paragraphs to group sentences that are about the same topic or idea.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Autumn 2	Fiction:	Narrative with a setting focus	- We use inverted commas to show when a character is speaking in our writing. - We always use a piece of punctuation before the closing inverted comma when punctuating direct speech. - Closing speech punctuation is only ever a full stop when not followed by e.g. 'said / shouted / replied Max'.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Spring 1	Fiction:	Narrative with a character focus	- Adverbial phrases are phrases that act like an adverb (under the stairs / with my heart in my mouth) - Adverbs and adverbial phrases can be moved around a sentence for different impact. - When we use adverbs and adverbial phrases at the beginning of a sentence, we use a comma to separate it from the rest of the sentence and call it a 'fronted adverbial'.	Focus Text:	Authorial techniques:
	Non-fiction:	Persuasive text		Focus Text:	Authorial techniques:
Spring 2	Fiction:	Narrative with a Setting focus	- Pronouns are words used to replace proper nouns, such as 'it', 'she', 'he', 'they'. - We use pronouns to replace nouns, so our writing doesn't sound repetitive.	Focus Text:	Authorial techniques:
	Non-fiction:	Discussion text		Focus Text:	Authorial techniques:
Summer 1	Fiction:	Narrative with a setting and character focus		Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Summer 2	Fiction:	Narrative with a setting and character focus		Focus Text:	Authorial techniques:
	Non-fiction:	Recount		Focus Text:	Authorial techniques:

Y5	Main Written Outcomes		Small steps to teach each term – sentence writing		
Autumn 1	Fiction:	Narrative that uses dialogue to convey character	Spend the first few weeks cementing the main sentence writing small steps already taught. - There are three main types of sentence: simple sentences, compound sentences and complex sentences. - Phrases are parts of a sentence without a verb. - Clauses are parts of a sentence which include a verb. - We can describe nouns carefully by turning them into noun phrases using adjectives and other words. - We can add description to our verbs using when-adverbs, where-adverbs and how-adverbs. - We use paragraphs to group sentences that are about the same topic or idea.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Autumn 2	Fiction:	Narrative with a clearly created atmosphere	- Parenthesis is when we insert additional clauses into a sentence to add extra detail or information. - We can use relative clauses to add parenthesis to our sentences. - Relative clauses begin with 'who', 'which', 'where', 'when', 'whose', 'that', and are separated with commas from the rest of the sentence. - We use commas when the parenthesis is smoothly inserted into the flow of writing and it is linked closely.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Spring 1	Fiction:	Narrative that uses dialogue to convey character	- We use brackets to separate parenthesis from the rest of the sentence when the additional information is an aside, or an additional thought, rather than being closely related to the flow of the sentence. - Modal verbs are words like, 'might', 'will', 'should', 'could', 'must', which indicate degrees of possibility. - Some adverbs can also indicate degrees of possibility, such as, 'surely', 'certainly', 'perhaps', 'maybe'.	Focus Text:	Authorial techniques:
	Non-fiction:	Persuasive writing		Focus Text:	Authorial techniques:
Spring 2	Fiction:	Narrative with a clearly created atmosphere		Focus Text:	Authorial techniques:
	Non-fiction:	Discussion text		Focus Text:	Authorial techniques:
Summer 1	Fiction:	Narrative that uses dialogue to advance the action	We use dashes to separate parenthesis from the rest of the sentence when we want to emphasise it or for dramatic impact.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Summer 2	Fiction:	Narrative that describes character, setting atmosphere and plot		Focus Text:	Authorial techniques:
	Non-fiction:	Recount		Focus Text:	Authorial techniques:

Y6	Main Written Outcomes		Small steps to teach each term – sentence writing		
Autumn 1	Fiction:	Narrative that uses dialogue to convey character	• Spend the first few weeks cementing the main sentence writing small steps already taught. • We use commas, dashes and brackets to add parenthesis to our sentences. We use each type of punctuation for a slightly different impact on the reader. • Ellipsis is shown by three dots and demonstrates an incomplete thought or action which is left to the reader's imagination. • Authors use ellipsis to develop suspense, a trailing off of thought or a character's reflection. • Ellipsis can be used at the end of one paragraph for dramatic pause, which is then picked up or completed in the subsequent paragraphs.	Focus Text:	Authorial techniques:
	Non-fiction:	Instructions		Focus Text:	Authorial techniques:
Autumn 2	Fiction:	Narrative with a clearly created atmosphere	• We use a different 'writer's voice' for different purposes. For example, letters to important people use a more formal voice. • We can develop a character more fully if we give them a specific 'voice' in sections of dialogue, such as an informal or accented voice (e.g. a Victorian child). • The subjunctive is a formal way to voice wishes, hypothetical scenarios or suggestions, such as, 'If I were you...', 'Were I prime minister, I would...' or 'I wish it were sunny.' It uses the verb form 'were' instead of 'was'. • Formal adverbial phrases, such as 'on the other hand', or 'in contrast to' can help link ideas between different paragraphs.	Focus Text:	Authorial techniques:
	Non-fiction:	Information text		Focus Text:	Authorial techniques:
Spring 1	Fiction:	Narrative that uses dialogue to convey character	• Most writing is written in the active form where the <u>subject</u> (noun) of the sentence is actively doing the verb to the object (<u>The cat</u> chased the mouse. = subject + verb + object). • The passive voice shifts the reader's focus onto the object of the active sentence, instead making it the subject having the verb done to them (The mouse was chased by the cat.) • In the passive voice, the structure is subject + (was) verb + (by the) agent • Authors use the passive voice to shift the reader's focus to the active voice object, or when the agent is unknown (The window was broken. / The cake was eaten.) or to sound more formal.	Focus Text:	Authorial techniques:
	Non-fiction:	Persuasive writing		Focus Text:	Authorial techniques:
Spring 2	Fiction:	Narrative with a clearly created atmosphere	• Clauses within compound and complex sentences can be separated by colons, semi-colons and dashes, as well as commas. • Colons can be used to introduce a list of items. • Colons can be used to introduce a clause of detail which is closely linked to the description in the first clause (The weather was cold: icicles dangled from the gutter). • Semi-colons can be used between phrases in a list. • Semi-colons can be used instead of conjunctions in a compound sentence to bring a stronger link between the two clauses in the sentence (The ball swerved outside the goal; the crowd groaned.)	Focus Text:	Authorial techniques:
	Non-fiction:	Discussion text		Focus Text:	Authorial techniques:
Summer 1	Consider using this term to collate an anthology of different text types to exemplify 'end' of primary school writing. A series of three of four day units with different text type outcomes, with time given for ideas and planning, writing, and editing and redrafting.				
Summer 2	Fiction:	Narrative that describes character, setting atmosphere and plot	•	Focus Text:	Authorial techniques:
	Non-fiction:	Recount		Focus Text:	Authorial techniques: