

Charlestown Primary School Writing Units Overview Including Skills Progression

EYFS			
Term	Core books	Writing skills to be embedded and secured in each half term	Opportunities to develop skills
Autumn 1	<p><i>Supertato</i></p> <p><i>Leaf Man</i></p> <p><i>All are welcome</i></p> <p><i>All kinds of people</i></p> <p><i>Ruby's worry.</i></p>	<p>Engage in extended conversations about stories.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn new vocabulary. Use new vocabulary throughout the day.</p> <p>Write some or all of their name. Write some letters accurately.</p> <p>Write some initial sounds.</p> <p><u>Communication and Language</u></p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p><i>Whole school check point unit</i></p>	<p>Baseline - draw and label a picture of self.</p> <p>Role play story with puppets.</p> <p>Thank you cards to Supertato</p> <p>Maps for leaf man</p> <p>Find Leaf Man using prepositional language</p> <p>Hearing initial sounds in fruit</p> <p>Shopping list writing</p> <p>Draw and discuss self</p>
Autumn 2	<p>Owl babies</p> <p><i>Can't you sleep little bear?</i></p> <p>Stick Man</p> <p><i>Non-fiction linked to nocturnal animals.</i></p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Use new vocabulary in different contexts</p> <p>Form lower case correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Write words with known sound-letter correspondence</p> <p>Composition of writing</p> <p>Hear and write sounds in words. write cvc words</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>Communication and Language</u></p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Retell the story</p> <p>Act out the stories using story language and puppets.</p> <p>Nest making in the woods to retell story.</p> <p>Fly like owls using new language.</p> <p>Mark's Ark (visitors) in with nocturnal animals generate questions to ask.</p> <p>Make a class nocturnal animal book.</p> <p>Naming animals using sound knowledge e.g bat, cat, fox</p> <p>Lost poster</p>

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		<p>Develop social phrases</p> <p>Engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Engage in non-fiction books</p>	
Spring 1	<p><i>Little Red Hen *(order)</i></p> <p><i>Handa's Hen</i></p> <p><i>Father Duck</i></p> <p><i>Farmyard Hullabaloo</i></p> <p><i>Squash and a squeeze</i></p> <p><i>Farm non-fiction book.</i></p> <p><i>Instructions for planting</i></p>	<p>Form lower case correctly and capital letters</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p><u>Communication and Language</u></p> <p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Retell story</p> <p>Speech bubbles</p> <p>Learn and perform poems</p> <p>Write whole class farm book naming /labelling farm animals</p> <p>Shopping list for sandwiches</p> <p>Instruction writing for planting a bean,</p>
Spring 2	<p><i>Mrs Armitage on wheels.</i></p> <p>Naughty bus</p> <p><i>Mr Grumpy's Motor Car</i></p> <p>On the way home ?</p>	<p>Form lower case correctly and capital letters</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>To write some irregular common words</p> <p><u>Communication and Language</u></p>	<p>Retell stories</p> <p>Learn and use vocab linked to story.</p> <p>Make and label different vehicles</p> <p>Write about Naughty bus adventures</p> <p>Lost poster</p> <p>Packing list for journey</p>

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	<p><i>Lost and Found</i></p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p>	
<p>Summer 1</p>	<p><i>What the ladybird heard. *</i></p> <p><i>The bad tempered ladybird *</i></p> <p><i>Mad about minibeasts (poetry)</i></p> <p>Non fiction minibeast books</p>	<p>Write short sentences with words with known sound-letter correspondence using capital letter and full stop.</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Re-read what they have written to check it makes sense.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p><u>Communication and Language</u></p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Learn and perform poems</p> <p>Retell story</p> <p>Make story maps</p> <p>Wanted poster</p> <p>Thank you, cards,</p> <p>Non fiction labelling minibeasts</p> <p>who am I writing – writign for a purpose</p> <p>Guess the minibeast game with a friend.</p>
<p>Summer 2</p>	<p><i>Three Little Pigs</i></p> <p>Non fiction book about builders – plans etc</p> <p>Six Dinner Sid</p> <p><i>Peace at last</i></p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Form lower case and capital letters correctly.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers</p> <p><u>Communication and Language</u></p>	<p>Invite writing - Writing for a purpose – invite to parents to come into school to see songs performed.</p> <p>Materials list</p> <p>Draw and label houses</p> <p>Speech bubbles of what the wolf and pig said</p> <p>Sorry card</p>

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Listen to and talk about stories to build familiarity and understanding.

Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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Year 1			
Term	Class Read	New writing skills to be taught from progression map	Final piece outcome
Autumn 1	<i>Mrs Mole, I'm home by Jarvis</i>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop,</p> <p>To say out loud what they are going to write about.</p> <p>To use finger spaces.</p> <p>Whole school check point unit</p>	<p>Fact-file: factual sentences about animals.</p> <p>'The Lost Thing' – sentences about things that have been lost and/or found.</p>
Autumn 2	<p><i>See Inside History of Britain</i></p> <p><i>Prince Cinders</i></p> <p><i>The storm whale in Winter.</i></p>	<p>To use simple sentence structures.</p> <p>To use finger spaces.</p> <p>To use capital letters for names, places and the personal pronoun 'I'</p> <p>To use full stops to end sentences.</p> <p>To start to engage readers by using adjectives to describe.</p> <p>To start to use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>Coming to England: write sentences comparing what life was like for... when she came to England.</p> <p>Prince Cinders: Write sentences to describe a character.</p> <p>The storm whale in winter: Write sentences to describe the setting.</p>
		New writing skills to be taught from progression map	Final Piece outcome
Spring 1	<i>Little Red</i>	<p>To continue to use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To sequence sentences to form short narratives.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>	<p>Sequencing a Fairy tale narrative: link sentences to create a short narrative about Little Red's journey to Granny's house.</p> <p>Newspaper Report: Write a short newspaper report explaining what happened to Red.</p>
Spring 2	<i>Toby and the great fire of London</i>	<p>To sequence sentences to form short narratives.</p> <p>To continue to use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To form simple compound sentences.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>Sequencing a mystery narrative: link sentences to create a story about a character discovering another type of disaster.</p> <p>Instructions: use imperative verbs to write instructions on how to make a fire/ how to make bread.</p>
Summer 1	<i>Meerkat Mail</i>	<p>To use the days of the week</p> <p>To re-read their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Letter: Sunny writes a letter to his family explaining his journey around the world.</p> <p>Fact file: create a fact file on an animal found in the Savannah</p>
Summer 2	<i>The tin forest</i>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>(The great Kapok tree) Character's thoughts and feelings: write speech bubbles to show how the different animals in the Great Kapok Tree feel.</p>

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Non-chronological report: write sentences under subheadings for what an arctic animal looks like, where they live, what they eat.

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Year 2			
Term	Class Read	New writing skills to be taught from progression map	Final piece outcome
Autumn 1	The Great Explorer by Chris Judge.	<p>Start to use co-ordination and subordination. (or/and/but/when/if/that/because/until).</p> <p>Capital letters, full stops, question marks and exclamation marks;</p> <p>To use the present tense and the past tense mostly correctly and consistently</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p><i>Whole school check point unit</i></p>	<p>Recount: write a diary entry in role of Tom.</p> <p>‘The Lost Thing’ – narrative inspired by the story.</p>
Autumn 2	Traction Man	<p>Continue to build on the use of co-ordination and subordination. (or/and/but/when/if/that/because/until).</p> <p>Teach command sentences.</p> <p>To use –ly in Standard English to turn adjectives into adverbs.</p> <p>To use the present tense and the past tense mostly correctly and consistently</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>Apostrophes to mark singular possession and contractions.</p>	<p>Action narrative: The Bin of doom has stolen scrubbing brush What will we do?</p> <p>Newspaper Report: write a newspaper report on when the bin of doom stole scrubbing brush!</p>
Spring 1	The penguin who wanted to find out by Jill Tomlinson	<p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use statements.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To use some features of written Standard English (were and was in particular)</p> <p>To start to form sentences with different forms: statement, question, exclamation, command.</p>	<p>Adventure narrative: tell the narrative of an arctic animal travelling through their habitat.</p> <p>Information text: Write an information text about an arctic animal.</p>
Spring 2	Flat Stanley – Mission for her majesty	<p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p>	<p>Mystery narrative: The gunpowder is missing- can Flat Stanley solve the case?</p> <p>Letter: Flat Stanley writes a letter to King James 1 telling him about the mystery of the missing gunpowder.</p>

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		<p>Commas to separate lists</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p>	
Summer 1	Dolphin boy	<p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly</p>	<p>3rd Person narrative: a different animal get stuck and needs help, tell the story of being helped and building a friendship!</p> <p>Explanation: what makes a good friend? Write an explanation of a good friend.</p>
Summer 2	The green ship by Quentin Blake	<p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>Fantasy narrative: 1st person- you take a journey on a ship, where do you sail? What do you see? You arrive at a lost island, what does it look like?</p> <p>Factfile: create a factfile for a dragon using the book 'Tell me a Dragon' to support.</p>

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Year 3

Term	Class read	New writing skills to be taught from progression map	Final piece outcome
Autumn 1	<i>Leonora Bolt</i>	<p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To use the full range of punctuation from previous year groups.</p> <p>Whole school check point unit</p>	<p>Information leaflet: detailing one of Leonora's inventions.</p> <p>'The Lost Thing' – narrative inspired by the story.</p>
Autumn 2	<i>The Ancient Egypt Sleepover</i>	<p>To compose and rehearse sentences orally (including dialogue).</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p>	<p>Fantasy narrative: an ancient Egyptian artefact comes to life in the school...</p> <p>Instructions: how to mummify something</p>
Spring 1	<i>Children of the Benin Kingdom by Dinah Orji</i>	<p>To begin to create settings, characters and plot in narratives.</p> <p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p>	<p>Historical narrative: about what happens after the children enter Edo city.</p> <p>Recount: in role of Ada to share what you think about your newly discovered past.</p>
Spring 2	<i>The Princess who Hid in a Tree: An Anglo-Saxon Story</i>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to organise their writing into paragraphs around a theme.</p>	<p>Superhero narrative: Frideswide's talent of climbing trees helps her to become a hero/ saint. Write a story of how someone's talents can save the day.</p> <p>Report – on a famous Anglo Saxon (Saint Frideswide King Alfred or Beowulf)</p>
Summer 1	<i>The Wind in the Willows</i>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>Animal narrative: The characters of Wind in the Willow are animals, write a narrative from the perspective of a pet following their owner on an adventure.</p> <p>Script writing: interview with nature – research an animal and carry out an interview with it.</p>
Summer 2	<i>Planet Omar: Trouble magnet</i>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>Action narrative: about someone being bullied and making friends with the bully.</p> <p>Letter (formal) – To a teacher informing them of the bullying you are experiencing,</p>

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Year 4			
Term	Class Read	New writing skills to be taught from progression map	Final piece outcome
Autumn 1	<i>The Chime Seekers</i>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p>	Journalistic writing: a newspaper report about the sightings of faeries.

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		<i>Whole school check point unit</i>	'The Lost Thing' – narrative inspired by the story.
Autumn 2	<i>Roman Diary – The Journal of Iliona</i>	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>Diary writing: in the role and style of Iliona/ a day in the life of a Roman.</p> <p>Historical narrative: the story of a gladiator battle.</p>
Spring 1	<i>The Railway Children</i>	<p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>Adventure narrative: how can the characters stop a runaway train before disaster strikes?</p> <p>Letter (informal): a letter from one of the children to their father.</p>
Spring 2	<i>Cogheart</i>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>Descriptive narrative: using inspiration from Cogheart, write a descriptive narrative full of tension and suspense.</p> <p>Balanced argument: pros and cons of the Industrial Revolution.</p>
Summer 1	<p><i>The Firework Makers Daughter</i></p> <p><i>Escape from Pompeii</i></p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>Myths: write a missing chapter that could be included in The Firework Maker's Daughter</p> <p>Explanation: explain the causes of earthquakes or volcanic eruptions.</p>
Summer 2	<i>Rumaysa: a fairy tale</i>	<p>To consistently use apostrophes for singular and plural possession.</p>	<p>Fairy tale: write a modern day fairytale. Will everyone live happily ever after?</p>

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		To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	Persuasive tourism guide: can you persuade people to visit Tintagel Castle?
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Year 5			
Term	Class Read	New writing skills to be taught from progression map	Final piece outcome
Autumn 1	<i>Orphans of the Tide</i>	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	Persuasive writing: letter from Ellie to Lord Castion persuading him to help her.

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		To use commas consistently to clarify meaning or to avoid ambiguity.	
		Whole school check point unit	'The Lost Thing' – narrative inspired by the story.
Autumn 2	Who Let the Gods Out?	To ensure the consistent and correct use of tense throughout all pieces of writing. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consistently produce sustained and accurate writing from non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Myths and Legends: invent a myth/legend about a character who saves the day. Non-chronological report: research an aspect of Ancient Greek life and write a report about it e.g. Olympic games.
Spring 1	The Boy at the Back of the Class	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action.	Letter (formal): write a letter to the monarch, asking for help for Ahmet. 3rd person narrative: write an adventure story about 3 children who set off on an exciting mission to save the day.
Spring 2	The Titanic Detective Agency	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.	Mystery narrative: something precious has gone missing and this story will tell the tale of trying to discover where it has gone. Recount: of a rescued passenger on board the Titanic.
Summer 1	Everest	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To consistently link ideas across paragraphs. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).	Action narrative: imagine you are climbing a mountain – what challenges would you face? Biography: of an explorer from the past.
Summer 2	Stig of the Dump	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity To use brackets, dashes or commas to indicate parenthesis.	Speech: for the world leaders about listening to young people.

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To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.

Fantasy narrative: a mysterious creature lands on Earth, what will happen to it?

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Year 6			
Term	Class Read	Writing skills to be taught	Final piece outcome
Autumn 1	<i>Wonder</i>	<p>To use the subjunctive form in formal writing.</p> <p>To use semi-colons</p> <p>Whole school check point unit</p>	<p>Balanced argument: home schooling vs in person school</p> <p>'The Lost Thing' – narrative inspired by the story.</p>
Autumn 2	<i>The 1000 Year Old Boy</i>	<p>To use dashes, colons and hyphens</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p> <p>To use question tags in informal writing.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>	<p>Action narrative: detailing the legend of the life pearls</p> <p>Diary entry: a diary entry in role as Alfie, about his experience of school and the school trip. These events could also be written from a different character's point of view.</p>
Spring 1	<i>Holes</i>	<p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <p>To use the perfect form.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Letter (informal- formal): write a letter home from the best holiday ever, telling mum and dad all about the incredible things you have been able to do. Rewrite the letter in a formal tone.</p> <p>Non-chronological report: research and produce a report on a yellow-spotted lizard. Then on an animal of their choice.</p>
Spring 2	<i>Letters from the Lighthouse</i>	<p>To use the passive voice.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>	<p>Journalistic writing: write a missing person's report for Sukie.</p> <p>Flashback story: Using the piano as inspiration, alongside the novel, write a story of a person thinking back to their time in war.</p>
Summer 1	<i>The Explorer</i>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>	<p>Adventure narrative: a story of survival when a character finds themselves stranded in a dangerous place on Earth.</p> <p>Explanation: a survival guide. How to survive in the rainforest.</p>

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Summer 2	<i>Oh Maya Gods</i> <i>The Chocolate Tree</i>	To use the full range of punctuation taught at key stage 2 correctly, To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To habitually proofread for spelling and punctuation errors.	Traditional tale: create their own traditional tale inspired by the Chocolate Tree. Persuasion: persuade people to buy fair trade.
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