



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Writing Stimulus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Not a Stick Oi Frog! Superworm	Meerkat Mail Acrostic poem – Sparkle, sparkle, starlight	Where the Wild Things Are Not now Bernard	Toys in Space Lost in the Toy Museum	Three little pigs True story of the three little pigs	Tiger who came to tea Giant Jam Sandwich
2	Bold Women in Black History: Mary Seacole Shape poem - Boomerang	Toby and the Great Fire of London Fire cat	Man on the moon / Bob's moon tour	Story machine Something Fishy – video	Mufaro's beautiful daughters	Flotsam Seaside trip
3	Esio Trot by Roald Dahl How to look after a tortoise (Newsround clip)	Stone Age Boy by Satoshi Kitamura John Lewis advert- Man on the moon	Greek Myths by Marcia Williams Nonsense poem – The Jabberwocky by Lewis Caroll	Geography topic link – Holiday brochure Journey by Arron Baker	Escape from Pompeii by Christina Balit	History topic link – Anne Lister

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

*Be strong and courageous. Do not be afraid; do not be discouraged,
for the Lord your God will be with you wherever you go. – Joshua 1:9*



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4	Billy Goats Gruff Red Riding Hood	Cracking Contraptions – Wallace and Gromit – video Varjak Paw – SF Said	Arthur and the Golden Rope - Joe Todd Stanton For the Birds (Literacy Shed Film Unit)	The Time Slip Scarab (Pie Corbet) The Iron Man – Ted Hughes	Romulus and Remus The Romans (History links)	The Water Cycle Rhythm of the Rain – Grahame Baker-Smith Lion of the Sky: Haiku for All Seasons - Laura Purdie Salas
5	Beowulf -Michael Morpurgo	Romeo and Juliet (Abridged version + BBC video clips) Sonnet 18 - Shakespeare	Charlotte's Web	The Spider and The Fly	The Great Kapok Tree The Amazon Rainforest (Geography link)	The Explorer – Katherine Rundell
6	The Nowhere Emporium Narrative poem – The Tale of The Three Brothers	Clockwork	Macbeth	A Series of Unfortunate Events Chaerpon Rouge - video	Survivors Holes	Holes Climate change (Geography link)

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Writing outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<ul style="list-style-type: none"> • Writing simple sentences with basic punctuation • Narrative retelling 	<ul style="list-style-type: none"> • Letter • Narrative retelling • Christmas acrostic poem 	<ul style="list-style-type: none"> • Character description • Setting description 	<ul style="list-style-type: none"> • Character description • Narrative retelling 	<ul style="list-style-type: none"> • Wanted poster • Narrative retelling 	<ul style="list-style-type: none"> • Narrative adaptation • Instructions – recipe
2	<ul style="list-style-type: none"> • Non – chronological report • Letter • Shape poem 	<ul style="list-style-type: none"> • Diary • Narrative 	<ul style="list-style-type: none"> • Recount of a visit to the moon • Instructions – how to be a moon tour guide 	<ul style="list-style-type: none"> • Instructions • Something Fishy book retelling 	<ul style="list-style-type: none"> • Character description • Setting description (village) 	<ul style="list-style-type: none"> • Story • Recount of the trip to the seaside

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3	<ul style="list-style-type: none"> • Character description • Plan, write and edit a short story • Explanation text - How to look after a tortoise 	<ul style="list-style-type: none"> • Recount - Diary writing • Narrative story 	<ul style="list-style-type: none"> • Non-chronological report • Nonsense poem 	<ul style="list-style-type: none"> • Persuasive tourist leaflet • Story ending 	<ul style="list-style-type: none"> • Setting description • Recount escaping from Pompeii 	<ul style="list-style-type: none"> • Biography - Anne Lister • Diary writing – maid in Anne Lister's house
4	<ul style="list-style-type: none"> • Letter of complaint • Innovation of traditional tale 	<ul style="list-style-type: none"> • Leaflet – explanation • Narrative – part of a story 	<ul style="list-style-type: none"> • Adventure narrative • Persuasive Letter 	<ul style="list-style-type: none"> • Narrative (invention and innovation including description and dialogue) • Description 	<ul style="list-style-type: none"> • Diary • Biography -Julius Caesar/ Boudicca 	<ul style="list-style-type: none"> • Recount of story – Rhythm of the Rain • Non - chronological report • Poetry – Haiku

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Writing outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<ul style="list-style-type: none"> • Description • Newspaper article • Biography 	<ul style="list-style-type: none"> • Narrative including dialogue • Poetry - Sonnet 	<ul style="list-style-type: none"> • Balanced argument • Chronological report 	<ul style="list-style-type: none"> • Narrative • Letter (emotional) 	<ul style="list-style-type: none"> • Persuasive letter (formal) • Non – chronological report 	<ul style="list-style-type: none"> • Persuasive advert (tourist guide) • Explanation text
6	<ul style="list-style-type: none"> • Description • Suspense narrative • Narrative poetry 	<ul style="list-style-type: none"> • Persuasive leaflet • First person recount • Setting/ atmosphere description 	<ul style="list-style-type: none"> • Letter in role • Journalistic writing/ Newspaper report 	<ul style="list-style-type: none"> • Diary • Descriptive writing • Narrative retelling 	<ul style="list-style-type: none"> • Creating own narrative with dialogue • Non – chronological report • Informal letter writing 	<ul style="list-style-type: none"> • Continued from Sum 1 • Persuasive letter • Balanced argument

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Grammar and punctuation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Use capital letters and full stops to demarcate sentences.</p> <p>Leave spaces between words.</p> <p>Name the letters of the alphabet in order.</p>	<p>Use capital letters for proper nouns – names of people, places, days of the week and personal pronoun 'I'.</p> <p>Spell days of the week.</p>	<p>Use exclamation marks.</p> <p>Use the regular plural noun suffix -s or -es.</p>	<p>Use 'and' to join words and clauses.</p> <p>Use the suffixes: -ing, -ed, -er, -est (where no change is needed in the spelling of the root word)</p>	<p>Use question marks.</p> <p>Use the prefix un-.</p>	<p>Consolidation of skills.</p>
2	<p>Identify and use statements and questions.</p> <p>Use coordinating conjunctions – and, or, but.</p> <p>Identify and use nouns, verbs, adjectives and adverbs.</p>	<p>Identify and use exclamations.</p> <p>Use expanded noun phrases for description and specification.</p> <p>Use present (narrative) and past tense (diary) correctly and consistently.</p>	<p>Identify and use commands.</p> <p>Use commas in a list.</p> <p>Use suffixes -er, -est and -ly.</p> <p>Use subordinating conjunctions – when, if, that, because.</p>	<p>Use apostrophe for contractions.</p> <p>Use past progressive tense (Something fishy).</p> <p>Use homophones e.g. to/too/two, there/their/they're.</p>	<p>Use possessive apostrophe for singular possession.</p> <p>Use suffixes -ment, -ness, -ful and -less.</p> <p>Use present progressive tense (Setting description)</p>	<p>Consolidation of skills.</p>

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Grammar and punctuation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	<p>Use expanded noun phrases to describe characters and settings.</p> <p>Use adverbs to express time – e.g. then, next, soon, therefore.</p> <p>Use a/an correctly.</p>	<p>Use inverted commas to punctuate speech.</p> <p>Use a range of conjunctions – e.g. when, before, after, while, so, because, if, although.</p> <p>Consolidate from Y2 – Possessive apostrophe for single possession.</p>	<p>Use paragraphs to group related sentences.</p> <p>Use headings and subheadings.</p>	<p>Know the difference between main clause and subordinate clause.</p> <p>Use prefixes super-, anti-, auto-.</p>	<p>Use prepositions to express place and time – e.g. before, after, during, in, because of.</p> <p>Use present perfect tense.</p>	Consolidation of skills.
4	<p>Maintain standard English – e.g. we were not we was, I was not I were, should have not should of, ours not ares.</p> <p>Consolidate from Y3 – Use a range of co-ordinating and subordinating conjunctions.</p> <p>Consolidate from Y3 – Use a range of adverbs to add detail to writing.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Know the grammatical difference between plural and possessive - s.</p> <p>Use possessive apostrophe for plural possession.</p> <p>Identify and use determiners.</p>	<p>Use fronted adverbials.</p> <p>Use commas after fronted adverbials.</p> <p>Use pronouns to aid cohesion and avoid repetition.</p>	<p>Use noun phrases expanded by adding modifying adjectives, nouns and prepositional phrases.</p> <p>Use inverted commas and other punctuation – commas after reporting clause, punctuation before closing inverted commas.</p>	<p>Identify and use pronouns and possessive pronouns.</p> <p>Consolidate from Y3 - Use present, past, progressive and perfect tense correctly.</p> <p>Use first 3 or 4 letters of a word to check spelling in a dictionary.</p>	Consolidation of skills.

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Grammar and punctuation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
5	<p>Consolidate from Y4 – Use apostrophes to show single and plural possession.</p> <p>Consolidate from Y4 – Use of fronted adverbials followed by a comma.</p> <p>Use expanded noun phrases to add detail, qualification and precision (adjectives, modifying adjectives, prepositional phrases)</p> <p>Use a dictionary to check spelling and meaning of a word.</p>	<p>Build cohesion within paragraphs – e.g. then, after that, firstly.</p> <p>Consolidate from Y4 – Use inverted commas and other punctuation for speech.</p> <p>Use preposition phrases to add detail, qualification and precision.</p> <p>Use a thesaurus.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use relative clauses and relative pronouns.</p> <p>Use modal verbs to indicate degrees of possibility.</p> <p>Use a wide range of clause structures, and vary their position within a sentence.</p>	<p>Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he <i>had</i> seen her before).</p> <p>Use of commas to clarify meaning and avoid ambiguity.</p> <p>Use prefixes: dis-, de-, mis-, over- and re-.</p> <p>Create atmosphere and integrate dialogue to convey character and advance action.</p>	<p>Use adverbs to indicate degrees of possibility – e.g. perhaps, surely.</p> <p>Use suffixes: -ate, -ise and -ify.</p> <p>Use headings, subheadings and bullet points to structure non-narrative writing.</p>	<p>Consolidation of skills.</p>

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Grammar and punctuation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
6	<p>Consolidate from Y5 – Use expanded noun phrases to add detail, qualification and precision.</p> <p>Consolidate from Y5 – Use brackets, dashes or commas to indicate parenthesis.</p> <p>Consolidate from Y5 – Use relative clauses and relative pronouns.</p> <p>Consolidate from Y5 – Use modal verbs to indicate degrees of possibility.</p> <p>Continue to use a dictionary and thesaurus.</p> <p>Know how words are related by meaning as synonyms and antonyms.</p>	<p>Use a wider range of cohesive devices to link ideas across paragraphs – repetition, adverbials and ellipsis.</p> <p>Consolidate from Y5 – Use of commas to clarify meaning and avoid ambiguity.</p> <p>Describe settings, characters and atmosphere using a variety of techniques and choose appropriate vocabulary that creates a consistent picture.</p>	<p>Know the difference between vocabulary and structure typical of informal and formal speech and writing.</p> <p>Use subjunctive form.</p> <p>Integrate dialogue to convey character and advance action.</p>	<p>Use colons to introduce a list and semi-colons within lists.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p>	<p>Use semi-colon, colon and dash to mark the boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use layout device to structure text – e.g. headings, sub-headings, columns, bullet point, tables.</p>	<p>Consolidation of skills.</p>

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