






Writing Coverage 1-6 Isleham Primary School 2021-2022

Subject Leader: Mrs Georgina Gibbs (c/o Mrs Gemma Sassoli – maternity).

At Isleham CE Primary School, we teach a range of text types through a 3-phase approach. The 3-phase approach guides children through:

- Imitation (becoming immersed in an existing text, unpicking the grammatical features and structure).
- Innovation (exchanging elements of the existing text for new ideas to practise the text type).
- Invention (using their knowledge and magpie-ing ideas to write their own).

We ensure progression within each text type by increasing the expectation for spelling, punctuation and grammar elements as per the National Curriculum. Here is a snapshot overview of how and when opportunities to write for different purposes are introduced:

	 Writing to entertain	 to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

As well as writing within the main English lessons, children are also given a wealth of opportunities to write for a purpose in other curriculum areas. All of our topic based writing (including Geography and History) is kept within one writing book. Additionally, children can apply their knowledge of writing different text types in other books such as Science, RE, Art Sketchbooks and even Maths books where appropriate.

Here is a breakdown of the text types we cover in each term in each year group:

EYFS

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> ➤ Mark Making & Meaning ➤ Alliteration - Initial sounds ➤ Name Writing ➤ Captions for pictures ➤ Building CVC words 	<ul style="list-style-type: none"> ➤ Simple sentence writing ➤ Name writing ➤ Captions for pictures ➤ Making phonetically plausible attempts at complex words 	<ul style="list-style-type: none"> ➤ Writing common irregular words ➤ Writing sentences that they or others can read ➤ Writing sentences including phonetically plausible attempts at complex words.

Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Texts:</p> <ul style="list-style-type: none"> - Night Pirates - The Pirates Next Door - Pirates love underpants - Captain Flinn and the pirate dinosaur <p>Writing opportunities:</p> <ul style="list-style-type: none"> To write labels and captions To write a letter To write a postcard Explore fantasy settings To write about the life of a main character. To plan and write a pirate fantasy story Alliterative pirate names To create a wanted poster To write a poem To create a character profile To write an advert To write a persuasive letter 	<p>Texts:</p> <ul style="list-style-type: none"> - Three Little Pigs - Little Red Hen - Little Red Riding Hood - Billy Goats Gruff - Scarecrow's wedding <p>Writing opportunities:</p> <ul style="list-style-type: none"> To write a Re-count To use adjectives To use adjectives to record a wanted poster To plan a story To alter a traditional tale To write instructions To write questions To sequence a story To write a diary To edit work To write an invitation To write a list To write a report To infer a characters feelings 	<p>Texts:</p> <ul style="list-style-type: none"> - Whatever next - Beegu - The Darkest Dark - Laika the astronaut Dog - Mousetronaut <p>Writing opportunities:</p> <ul style="list-style-type: none"> To write a recount To use imperative verbs Label rockets Writing instructions to make a rocket To write a list Descriptive language – moon poems Writing fantasy story set on a planet Space poems News report on the first moon landing To write captions To write a fact file 	<p>Texts:</p> <ul style="list-style-type: none"> - The Naughty Bus - Tell me a dragon - A selection of Non fiction books <p>Writing opportunities:</p> <ul style="list-style-type: none"> Recounts To use connectives To use prepositions To create a Missing Poster Poetry Letters Fact books 	<p>Texts:</p> <ul style="list-style-type: none"> - The Tiny Seed - Jack and the Beanstalk - Jaspers Beanstalk - Katie and the sunflowers - Oliver's Vegetables <p>Writing opportunities:</p> <ul style="list-style-type: none"> Recount Diary Story writing Instructions Speech bubbles To write a list To write a letter 	<p>Texts:</p> <ul style="list-style-type: none"> - Circus in the sky - Leon and the place between - Molly's circus - Olivia saves the circus <p>Writing opportunities:</p> <ul style="list-style-type: none"> Describing circus settings Using adjectives Posters Writing a non-fiction book about clowns Writing a non-fiction book about circus acts Plan and write a story about an animal escaping from the circus

Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Narrative – Little Red Riding Hood	Instructions – How to make a thaumatrope	Poetry – Kennings – African safari animals	Narrative - Classic Poetry- The Owl and the Pussy Cat.	Narrative - Stories with recurring literary language- We are Going on a Bear Hunt	Narrative - Stories with recurring literary language- The Gigantic Turnip
Recount – Diary of Grandma from Little Red Riding Hood	Instructions - How to make a cup and ball.	Narrative - Aesop’s Fables - The Hare and the Tortoise	Recount – Diary – A day in the life of Mary Anning.	Narrative - Stories with recurring literary language- We are Going on a Beach Hunt.	Narrative - Stories with recurring literary language- The Enormous Potato- Own version
Description – Wolf	Recount – The life of Ole Kirk Christiansen (Lego inventor)	Narrative – Alternative version of The Hare and the Tortoise based in Africa	Recount – Sedgwick Museum trip.	Description – The Secret of Black Rock	Instructions – How to grow a bean plant.
Interview - Questions and answers with the wolf	Letter – Thank you – Denney Abby toy box	Recount – Stories from other cultures- Handa’s surprise - Police report linked to Handa’s Surprise	Recount – Letter – Fossil for the Natural History Museum.	Letters – Recount- Postcards from Black Rock	Instructions – How to make a ____ salad
Recount - Retell from wolf’s point of view.	Letter – Invitation – Nativity	Narrative – Alternative version of Handa’s Surprise based in UK	Letter to inform – How dinosaurs became extinct.	Narrative - Alternative ending to The Secret of Black Rock.	Recount - Letters- Florence nightingale.
Interview - Questions to ask people about Isleham in the past.				Acrostic Poem- Seaside theme	
Recount - Geography fieldwork village walk					

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Instructions – Mosaics / Catapult</p> <p>Narrative: Escape from Pompeii by Christina Balit</p> <p>Non-fiction – Volcanoes / Roman Pompeii (You wouldn't want to Live in Pompeii)</p>	<p>Poetry – Ancient Rome (Modern Rhymes about Ancient Times) by Susan Altman</p> <p>Recounts - Roman newspaper</p> <p>The Roman Record (Newspaper History) by Paul Dowswell</p> <p>Assessment Week</p>	<p>Adventure story – King Solomon's mines</p> <p>(Description of settings, Characters, Persuasive letter)</p> <p>Letter Writing – Dr K Fisher</p>	<p>Non-chronological reports – African animals</p> <p>Ancient Africa (Modern Rhymes about Ancient Times) by Susan Altman</p> <p>Assessment Week</p>	<p>Mr Penguin and the Lost Treasure – narrative, persuasive letter, advert, newspaper.</p> <p>Explanations – Science experiments - Plants</p>	<p>Poetry – TS Eliot Cats</p> <p>Assessment Week</p> <p>Krindlekrax – Narrative (Character description) Diary</p>

Year 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Traditional Tales - Greek myths</p> <p>Discussion texts – the Elgin Marbles</p> <p>Play script writing</p>	<p>Poetry - Haikus</p> <p>Explanation texts</p> <p>Letter writing</p>	<p>A story with a historical setting – inspired by Stig of the Dump</p> <p>Non-Chronological reports (sound)</p>	<p>Narrative Poetry (Stone Age; The Quarry)</p> <p>Recount – Stone Age diaries and Newspaper report</p>	<p>Poetry – food</p> <p>Story settings – Fens</p> <p>Persuasion – linked to Fenland Life</p>	<p>Instruction writing (recipes in DT)</p> <p>Information texts – a guide to Isleham/The Fens</p>

Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Biography and Autobiography: Queen Victoria and other notable Victorians</p> <p>Narrative Poetry: The Highway Man</p> <p>Letters: Recount as characters from Street Child.</p>	<p>Non-Chronological Report: Victorian Life (Workhouse / Prisons / Clothing / Toys)</p> <p>Narrative: Story with a historical setting (Street Child).</p>	<p>Narrative: Suspense and Mystery Stories</p> <p>Poetry: Space verse poetry</p> <p>Explanations: Science link with phases of the moon and forces.</p>	<p>Non-Chronological Reports: Space School, The Planets and The Flanimals</p> <p>Newspaper Reports: Recount of moon landings.</p> <p>Instructions: How to keep an egg safe.</p>	<p>Explanation: How a river is formed.</p> <p>Narrative: Journey of a water droplet.</p> <p>Explanation: Metamorphosis and life cycles</p> <p>Poetry – River Verse Poems</p>	<p>Narrative: Secrets of a Sun King outcomes including diaries and letters</p> <p>Newspaper reports: Reporting on the discovery of Tutankhamun’s tomb</p> <p>Instructions: How to mummify a tomato.</p>

Year 6

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>Text types linked to ‘Goodnight Mr Tom’ by Michelle Magorian</p> <p>Postcard (from Willie to his mum)</p> <p>Explanation text (Willie explaining Little Weirwold to new evacuees who have just arrived)</p> <p>Diary from different perspectives (birthday party)</p> <p>Newspaper articles (The Gazette)</p> <p>Play-script (linked to the children performing a play at school)</p> <p>Continued narrative (when Willie is in London)</p> <p>Emotions poem (Willie’s life so far – abuse, safety, loss)</p>	<p>Text types linked to ‘The Explorer’ by Katherine Rundell</p> <p>Survival guide (shelter, food, water, transport)</p> <p>Diary entries from different perspectives (4 kids recalling an event)</p> <p>Missing person posters (focus on the parents/carers of the 4 children and how they would write)</p> <p>Continuing narrative (when the 4 children first meet The Explorer)</p> <p>Parallel scene (what happened with the other 3 children when Fred was learning how to make a trap with The Explorer)</p> <p>Persuasive text (persuading The Explorer to help them find their way to Manaus)</p> <p>Narrative poem (the whole poem as a poem)</p>	<p>Text types linked to ‘Holes’ by Louis Sachar</p> <p>Letter (Stanley writing home – telling the truth & lying)</p> <p>Play-script (Stanley telling Tent D campers about what happened at the Warden’s cabin)</p> <p>Newspaper article (Sam, Katherine Barlow, Trout Walker and the Sheriff)</p> <p>Continuing narrative (after Zero his Mr Pendanski with the shovel)</p> <p>Debate (should Stanley and Zero return to Camp Green Lake or not?)</p> <p>Narrative poem (Zero’s life)</p> <p>Y5/6 Production</p>