Writing curriculum
EYFS, KS1 and KS2

Pakeman Primary School

Writing curriculum
Progression of Knowledge
EYFS, KS1 and KS2

At Pakeman, we are a one and a half form entry school and therefore we have a Year A / Year B cycle of topics in nursery, KS1 and KS2 (this is not needed in 2-plus or reception). At Pakeman, writing is taught in specific meaningful and effective contexts. We use high quality texts where children have effective, daily English lessons and frequent opportunities to write across the curriculum. Speaking and listening skills support children in articulating their ideas. Children have opportunities to reflect on and improve writing through editing with continuous self, peer and teacher assessment providing clear next steps for learning. Children are taught to use a neat and consistent style of handwriting, and presentation. Spelling, Punctuation and Grammar is taught in accordance with the statutory requirements of the English National Curriculum

Our writing has been carefully mapped out across all year groups to ensure a range of genres and styles. The coverage of genres considers the main purpose to writing: to entertain, to inform and in KS2 to persuade. Coverage has been designed to ensure that children cover several different genres and gives them the opportunity to revisit those genres and build up their understanding of features. Children are taught genres of writing narratives, setting and character descriptions, diaries, letters, play scripts, dialogues, information and explanation reports, newspaper reports, and biographies.

For each writing unit of work, children should be taught the **key knowledge**, **key skills** and **key vocabulary**. Please ensure that this information is fully covered in the series of lessons that you plan. As children move through the school, they will build on prior knowledge, skills and vocabulary.

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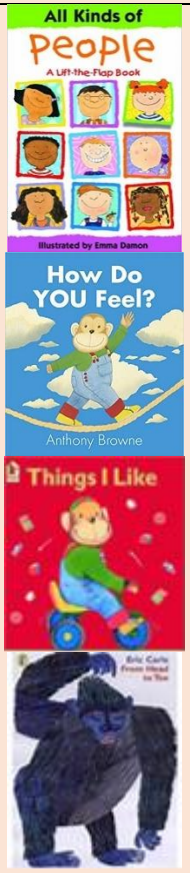
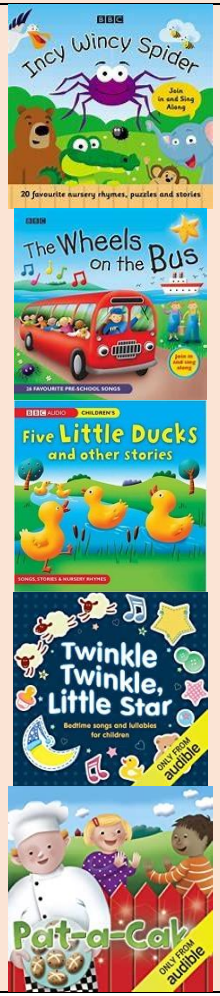
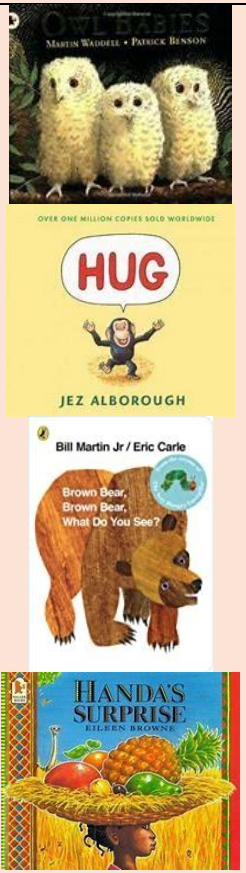
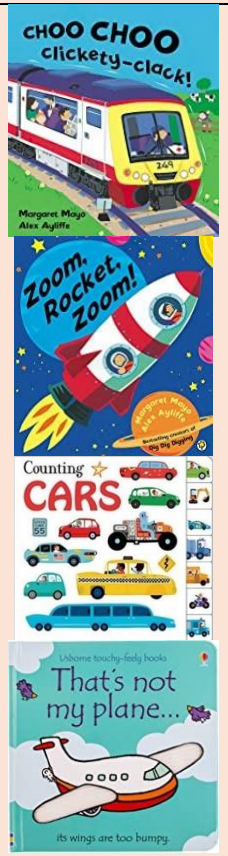
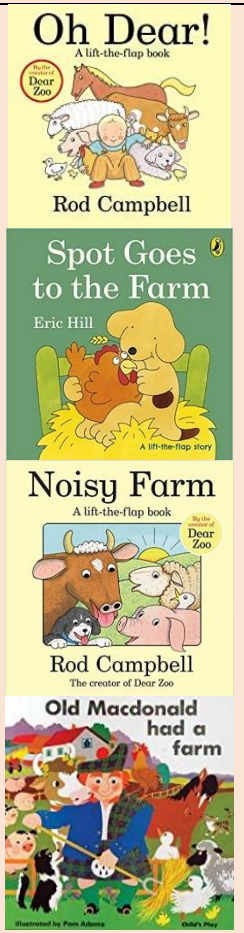
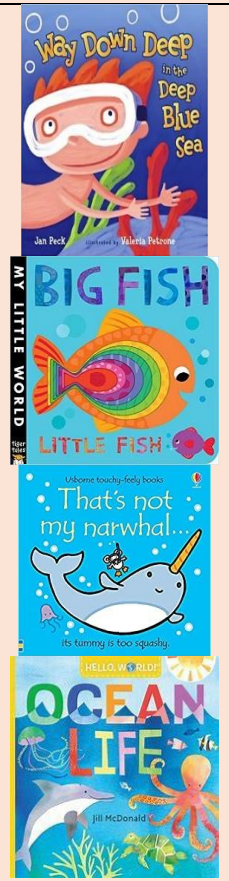
Pakeman Primary School
Writing curriculum

Writing Topic Map EYFS, KS1 and KS2 (Year A / Year B cycle)

2 Plus Topic – Year A	All About Me	Nursery Rhymes	Favourite Stories	Transport	Down at the Farm	Under the Sea
Nursery Topic – Year A	Marvellous Me	Building & Construction	Making Music	Pirates	Shopping	Pets
Nursery Topic – Year B	Marvellous Me	Building & Construction	Songs & Rhymes	Dinosaurs	People Who Help Us	On Safari
Reception Topic	Who Am I? **Writing Development Opportunities:** Name writing (own, family, friends) Initial sounds CVC words Lists Topic word cards/mats	Bears **Writing Development Opportunities:** Recount (Weekend/holiday news) CVC words Name writing Lists Labels Greetings cards	What We Eat **Writing Development Opportunities:** Recount (Weekend/holiday news) Captions Shopping lists Menus/orders Recipes Information books	Traditional Tales **Writing Development Opportunities:** Recount (Weekend/holiday news) Speech/thought bubbles Character descriptions Cards/letters Wanted posters Retelling (traditional tales) Book making	Spring **Writing Development Opportunities:** Recount (Weekend/holiday news) Captions Labels Information books Instructions	Adventures **Writing Development Opportunities:** Stories Book making Character descriptions Setting descriptions Wanted posters Transition letters/fact files
Year 1/ 2 Topic – Year A	**Toys** **Fiction:** Narrative **Non-Fiction:** Instructions **Poetry:** (Free Verse) Poems using onomatopoeia and alliteration	**Heroes** **Fiction:** Description Diary **Non-Fiction:** Information (BHM)	**Kings and Queens** **Fiction:** Diary **Non-Fiction:** Letter (Persuasive) **Poetry:** (Visual) Diamante Poem-Synonym	**Celebrations** **Fiction:** Narrative **Non-Fiction:** Postcard	**Classroom adventures** **Fiction:** Description: Setting **Non-Fiction:** Non-chronological report **Poetry:** (Structured) Riddles	**Minibeasts** **Fiction:** Retell **Non-Fiction:** Explanation
Year 1/ 2 Topic – Year B	**This is Me!** **Fiction:** Recount **Non-Fiction:** Information **Poetry:** (Free Verse) Alphabet List poem	**Animals** **Fiction:** Narrative **Non-Fiction:** Non-chronological report	**Explorers** **Fiction**: Description: Setting **Non-Fiction:** Diary (Recount) **Poetry:** (Visual) Shape Poem	**The Circus** **Fiction:** Narrative **Non-Fiction:** Information	**Inventions** **Fiction**: Letter **Non-Fiction:** Instructions **Poetry:** (Structured) Acrostic poems	**Holidays** **Fiction:** Diary **Non-Fiction**: Explanation

Year 3/ 4 Topic – Year A	**Stone Age to Iron Age** **Fiction:** Retell **Non-Fiction:** Instructions **Poetry:** (Free Verse) Poems using similes	**Journeys** **Fiction:** Description: Character **Non-Fiction:** Persuasive Letter	**Anglo Saxons** **Fiction:** Narrative **Non-Fiction:** Non-Chronological report **Poetry:** (Visual) Diamante – Antonym	**Mountains** **Fiction:** Description- Setting **Non-Fiction:** Information Leaflet	**Time-travellers** **Fiction:** Narrative **Non-Fiction:** Newspaper Report **Poetry:** (Structured) Limericks	**Rainforests** **Fiction:** Diary **Non-Fiction:** Non-Chronological Report
Year 3/ 4 Topic – Year B	**Ancient Egypt** **Fiction:** Recount **Non-Fiction:** Non-chronological report **Poetry:** (Free Verse) Poems using metaphors	**Energy and power** **Fiction:** Letter **Non-Fiction**: Newspaper report	**Romans** **Fiction:** Description: Character **Non-Fiction:** Biography **Poetry:** (Visual) Calligrams	**Active Planet** **Fiction:** Diary **Non-Fiction:** Instructions	**Chocolate** **Fiction:** Description: Setting **Non-Fiction:** Persuasive Letter **Poetry**: (Structured) Haiku Poems	**Europe** **Fiction:** Narrative **Non-Fiction:** Diary
Year 5/6 Topic – Year A	**Ancient Greece** **Fiction**: Letter **Non-Fiction:** Non-chronological report **Poetry**: (Free Verse) Narrative poems	**Weather and climate** **Fiction**: Narrative **Non-Fiction**: Persuasive letter	**Vikings** **Fiction:** Narrative **Non-Fiction**: Newspaper **Poetry:** (Visual) Collage Poetry	**Antarctica** **Fiction:** Recount **Non-Fiction:** Instructions Advert	**Windrush** **Fiction:** Letter **Non-Fiction:** Biography **Poetry**: (Structured) Rhyming couplets – themed	**Citizens of the World** **Fiction:** Diary **Non-Fiction**: Balanced Argument
Year 5/6 Topic – Year B	**World War 2** **Fiction:** Letter **Non-Fiction**: Newspaper Report **Poetry:** (Free Verse) Poems using personification	**Marvelous Maps** **Fiction:** Narrative **Non-Fiction:** Instructions	**London** **Fiction:** Narrative **Non-Fiction:** Persuasive Letter **Poetry:** (Visual) Blackout Poetry	**South America** **Fiction:** Description: Setting **Non-Fiction:** Non-Chronological Report	**The Sikh Empire** **Fiction:** Adventure Story **Non-Fiction**: Biography **Poetry:** (Structured) Tanka Poem	**Farming and Food** **Fiction:** Recount **Non-Fiction:** Explanation

Pakeman Primary School
Writing curriculum – 2 Plus

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	**All About Me**	**Nursery Rhymes**	**Favourite Stories**	**Transport**	**Down at the Farm**	**Under the Sea**
Shared Class Texts						

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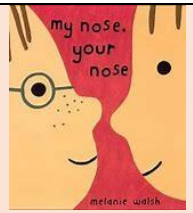
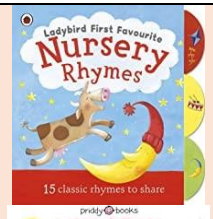
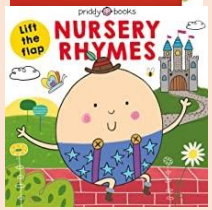
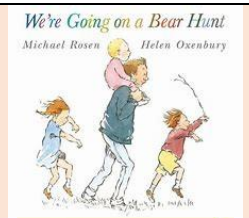
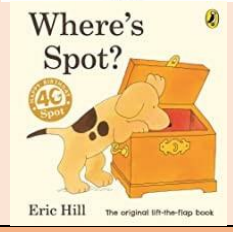
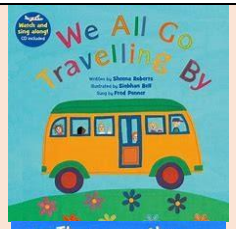
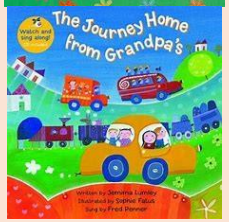
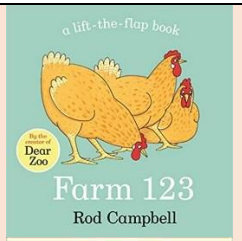
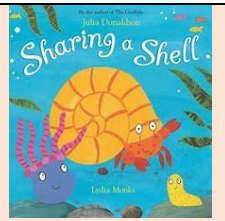
<tr><td></td><td> 
</td><td> 


</td><td> 


</td><td> 


</td><td> 

</td><td> 
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<tr><td colspan="7">Key skills</td></tr>
<tr><td>Transcription & Handwriting</td><td colspan="6">Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Develop manipulation and control.
Explore different materials and tools.
Enjoy drawing freely.
Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
Make marks on their picture to stand for their name.
Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</td></tr>
<tr><td>Spelling</td><td colspan="6">Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”
Make marks on their picture to stand for their name.</td></tr>
<tr><td>Composition</td><td colspan="6">Listen to simple stories and understand what is happening, with the help of the pictures.Repeat words and phrases from familiar stories.
Ask questions about the book. Makes comments and shares their own ideas.
Develop play around favourite stories using props.</td></tr>
<tr><td>Vocabulary, Grammar</td><td colspan="6">Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</td></tr>
<tr><td colspan="7">Key knowledge</td></tr>
<tr><td>Phonics</td><td colspan="6">At this stage, children do not follow a phonics scheme. Instead, they take part in a range of activities to help develop Phase 1 Aspects 1-6.
<table>
<tr><td>Aspect</td><td>Activity examples:</td></tr>
<tr><td>Aspect 1: General sound discrimination – environmental sounds</td><td>Listening Walks, ‘A Listening Moment’ (with timer), Drumming Outdoors (on different surfaces), Sound Lotto, Sound-Effect Stories.</td></tr>
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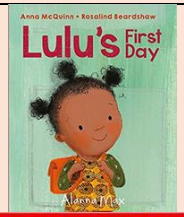
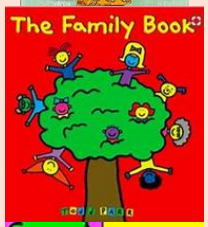
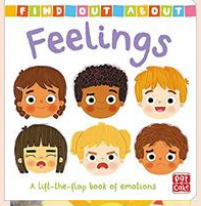
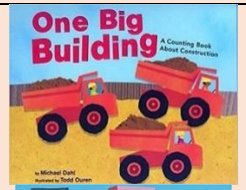
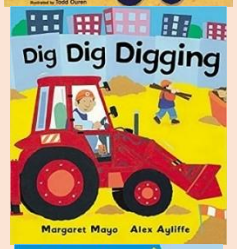
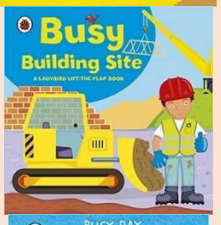
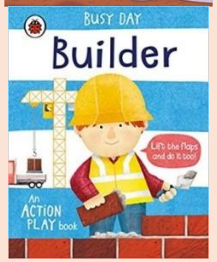
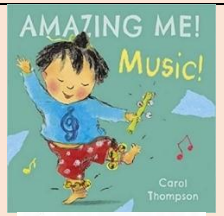
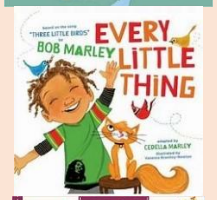
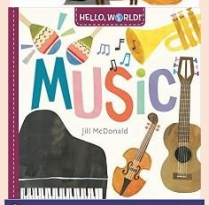
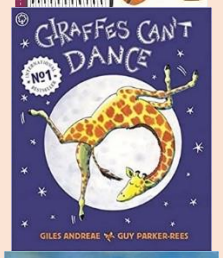
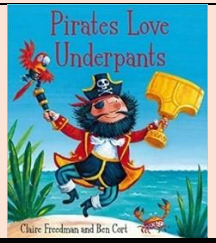
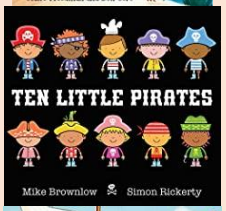
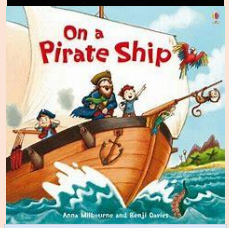
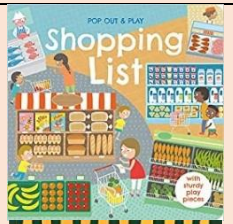
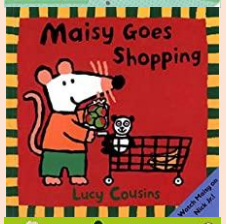
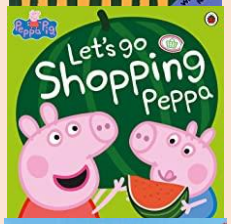
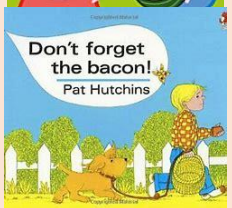
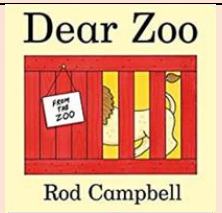
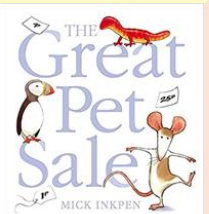
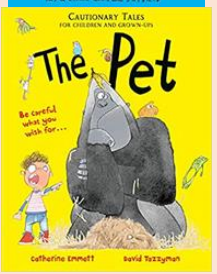
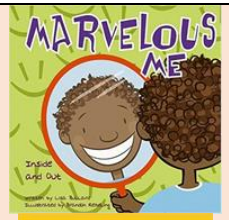
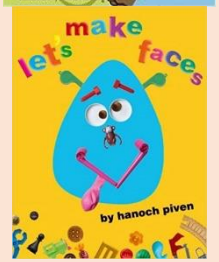
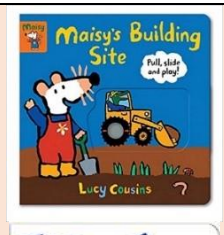
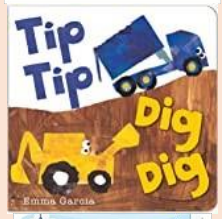
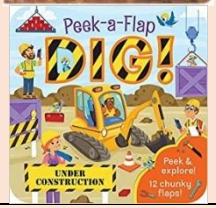
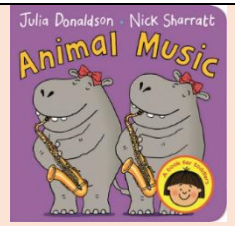
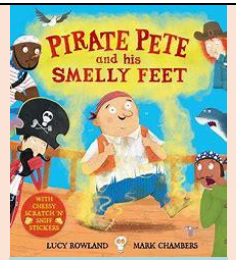
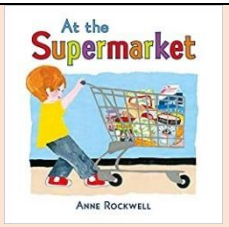
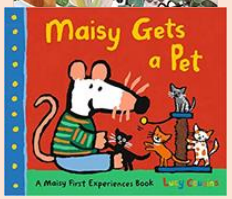
	Aspect 2: General sound discrimination – instrumental sounds	Which Instrument? (identifying instrument sounds), Adjust the Volume (copying volume being played on instrument), Matching Sounds (matching rhythms/start & stop playing on signal).
	Aspect 3: General sound discrimination – body percussion	Action Songs, Follow the Sound (copy a body percussion sound or pattern of sounds).
	Aspect 4: Rhythm and rhyme	Rhyming Books, Songs and Rhymes, Rhyming Soup.
	Aspect 5: Alliteration	Sounds Around (made up tongue twisters using children's names or objects) Making Alien Names (strings of non-words with the same initial sounds), Sound Bag (full of objects beginning with the same initial sound).
	Aspect 6: Voice sounds	Mouth Movements (blowing, sucking, tongue stretching and wiggling), Voice Sounds, Making Trumpets, Guess Whose Voice, Animal Noises.

Pakeman Primary School
Writing curriculum – Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	**Marvellous Me**	**Building & Construction**	**Making Music**	**Pirates**	**Shopping**	**Pets**
Shared Class Texts	   	   	    	   	    	  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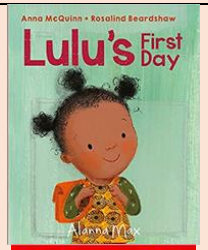
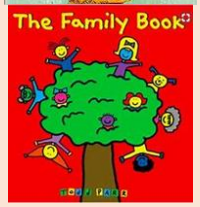
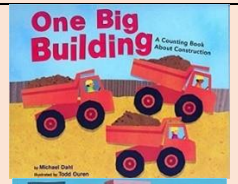
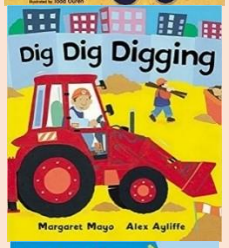
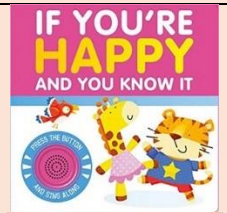
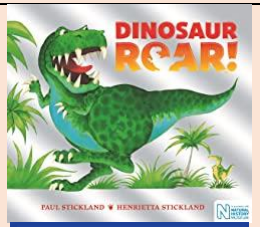
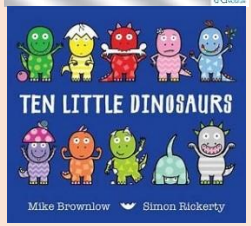
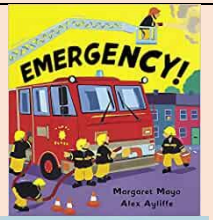
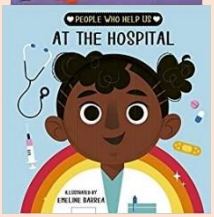
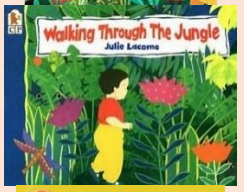
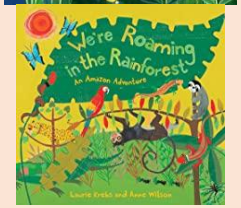
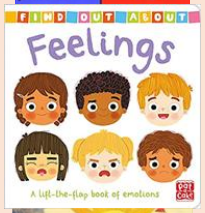
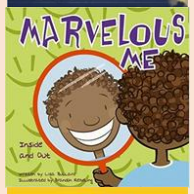
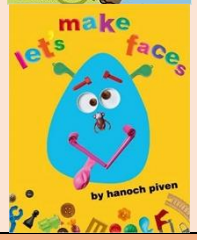
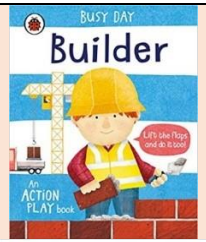
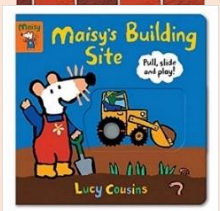
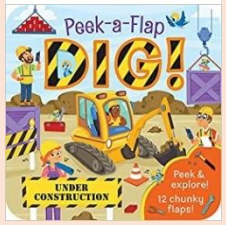
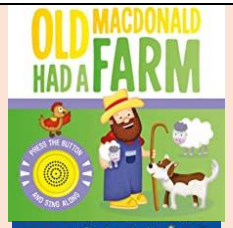
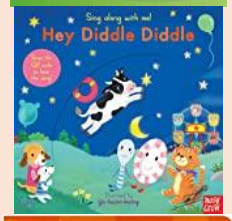
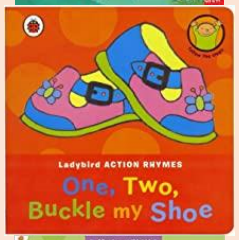
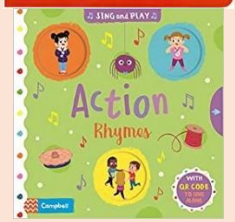
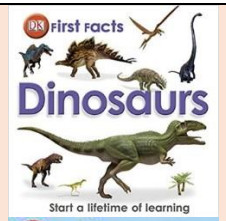
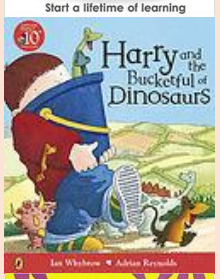
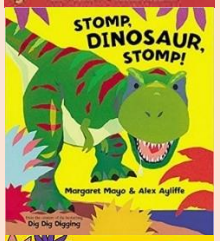
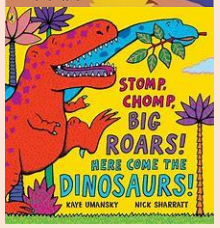
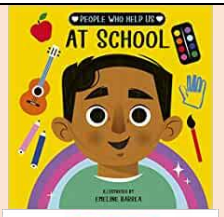
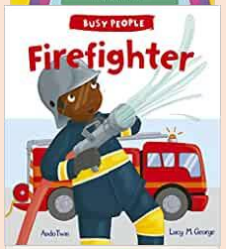
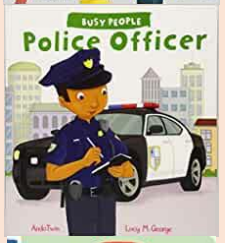
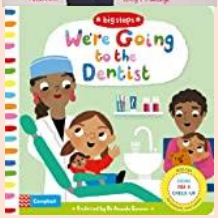
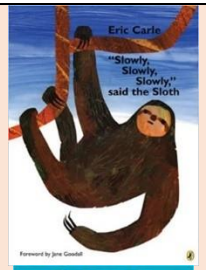
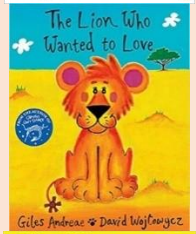
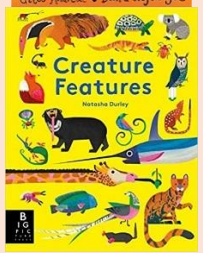
Shared Class Texts	 	  	 	 	 	  

	    	  	   	   	   	  
Key skills						
Transcription & Handwriting	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately.					
Spelling	• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.					
Composition	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary.					

<table>
<tr><td></td><td>

Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
Write some or all of their name.
Write some letters accurately.
Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.

</td></tr>
<tr><td>Grammar</td><td>

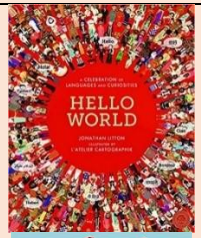
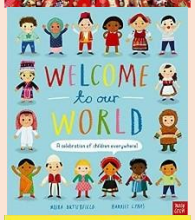
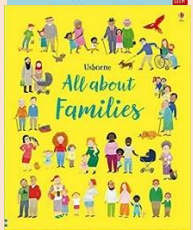
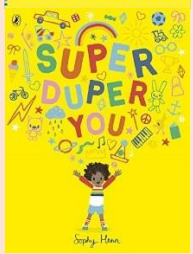
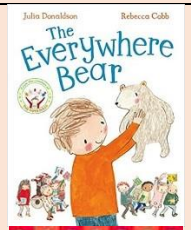
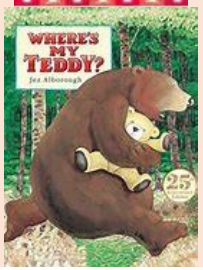
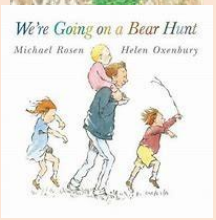
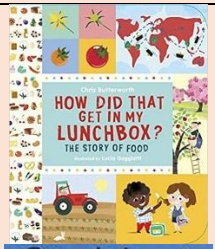
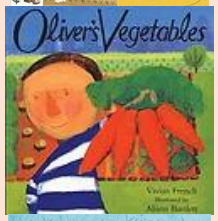
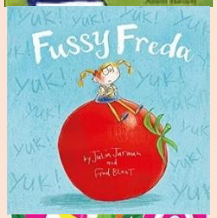
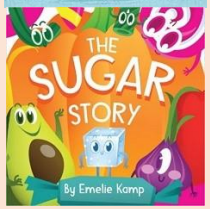
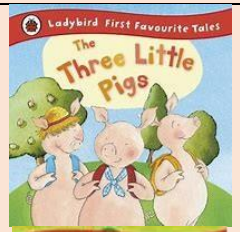
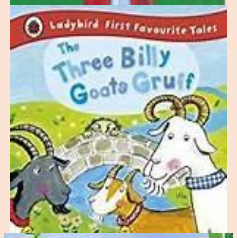
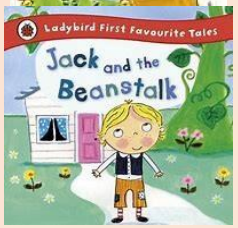
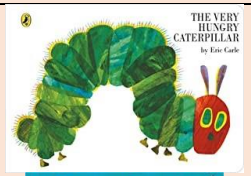
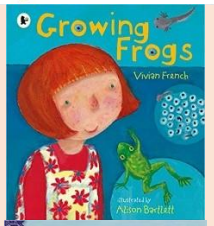
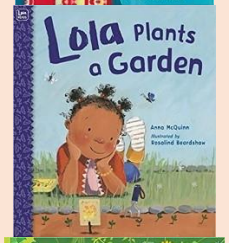
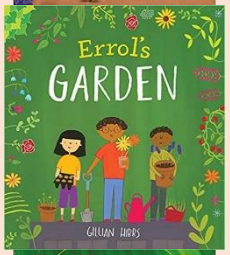
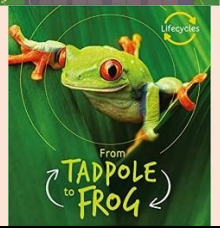
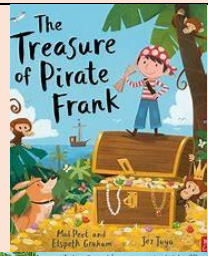
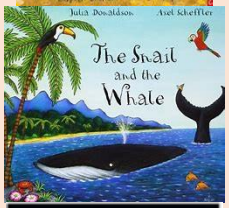
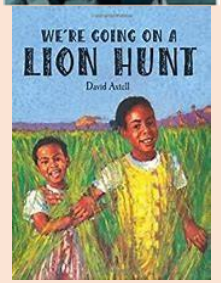
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
Engage in extended conversations about stories, learning new vocabulary.
Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.
Write some or all of their name.
Write some letters accurately.
Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.

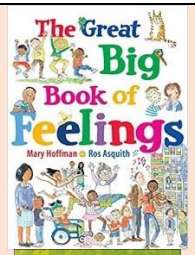
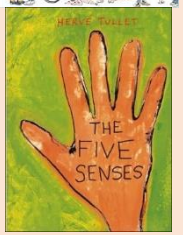
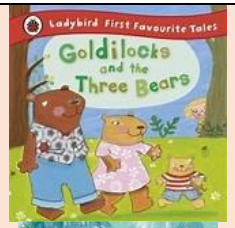
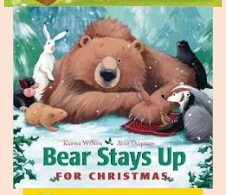
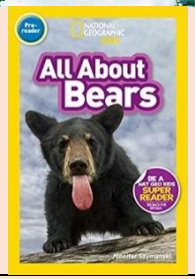
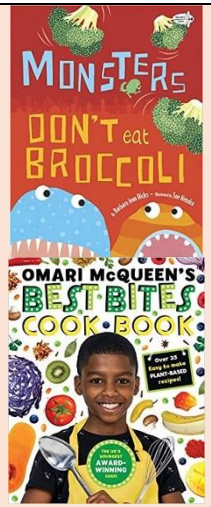
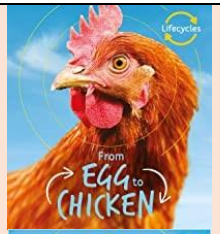
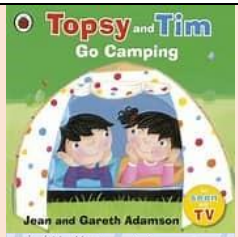
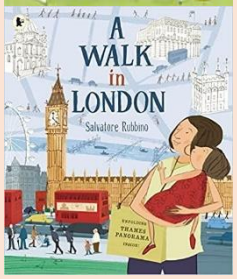
</td></tr>
<tr><td colspan="2">Key knowledge</td></tr>
<tr><td>Phonics
(Rhyme Town)</td><td>
Rhyme Town is a fully planned pre-reading & pre-writing scheme for Nursery aged children.Rhyme Town has been specifically created to engage children and introduce phase 1 phonics and mark making in a contextualised way, reducing cognitive load.
<table>
<tr><td></td><td>Wk 1</td><td>Wk 2</td><td>Wk 3</td><td>Wk 4</td><td>Wk 5</td><td>Wk 6</td><td>Wk 7</td></tr>
<tr><td>Pre-writing shape</td><td>I –</td><td>o</td><td>+</td><td>\</td><td>▢</td><td>/</td><td>X</td></tr>
<tr><td>Rhyme Town ‘Bus Stop’</td><td>Bus Station</td><td>Bakery</td><td>Hospital</td><td>Park</td><td>Observatory</td><td>Town Hall</td><td>Farm</td></tr>
<tr><td>Nursery Rhyme/s</td><td>Wheels on the Bus</td><td>Hot Cross Bun
5 Currant Buns</td><td>Heads, Shoulders, Knees and Toes
Miss Polly had a Dolly</td><td>Incy, Windy Spider
Rain, Rain, Go Away</td><td>Twinkle Twinkle
Five Little Men</td><td>Hickory, Dickory Dock V</td><td>Baa Baa Black Sheep
Old Macdonald</td></tr>
<tr><td>Activities</td><td>1. Drawing shape with paint and bus
2. Bus stop role-play and drawing bus stop 1 on tickets
3. Draw the road to join the places
4. Drawing with vehicles
5. Chalk roads</td><td>1. Drawing currant buns and cherries on top
2. Drawing coins in a purse
3. Adding cherries using chalk to chalk buns
4. Drawing in sensory writing tray - flour
5. Making fairy cakes - stirring with spoon</td><td>1. First aid for teddies
2. Nurse hats and first aid sign
3. Thermometer drawing
4. Body shapes - gross motor
5. Doctor’s prescription - write on the paper</td><td>1. Water painting on card
2. Incy Wincy finger puppet
3. Spider potato printing
4. Chunk chalk rain clouds
5. Draw sun rays</td><td>1. Glitter writing tray
2. White chalk on black paper - diamonds
3. Windows on rockets
4. Star finger puppet - drawing diamond
5. Adding alien eyes</td><td>1. Drawing clock hands
2. Mouse finger puppets
3. Mouse whiskers
4. Chalk clock towers
5. Mouse headbands</td><td>1. Wool winding
2. Tractor tracks
3. Mark the sheep
4. Natural material shapes
5. Sensory writing tray</td></tr>
</table>
The scheme lasts for 14 weeks, but you can revisit and review the scheme throughout the whole year.
</td></tr>
</table>

	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14
Pre-writing shape	△	I –	O	/ \ x	▢	+	△
Rhyme Town 'Bus Stop'	River Bank	Cobblers/ Shoe Shop	Zoo	Castle	Village Hall	Vet	Seaside
Nursery Rhyme	5 Little Ducks 1, 2, 3, 4, 5	Wind the Bobbin up Cobbler Cobbler	We're Going to the Zoo 5 Little Monkeys Swinging in a Tree	Grand Old Duke of York Humpty Dumpty	Hokey Cokey If You're Happy and you Know it	Sleeping Bunnies The Animals go in 2 x 2	A Sailor went to See… The Big Ship Sails
Activities	1. Crayon hills 2. Draw duck beaks 3. Draw fish tails 4. Sensory writing bags 5. Duck finger puppets	1. Shoe shop role-play 2. Lacing 3. Measuring feet - make own measuring tape 4. Drawing laces 5. Fill the shoe template	1. Animal faces 2. Writing zoo signs 3. Put a circle around… 4. Monkey ears 5. Chalk circles and animal enclosures	1. Finger puppets - duke 2. Drawing drumsticks and x for drum 3. Forming shape with loose parts crown jewels 4. Pre-writing shape crowns 5. Gross motor - wear crown and march up and down chalk line	1. Gift boxes 2. Lucky Dip pre-writing shapes onto present outlines 3. confetti formation 4. Drawing with wax candles and painting colours 5. Design your own wrapping paper	1. First aid sign 2. Vet role-play - Writing vet notes 3. Soft toy and plasters 4. Writing initial sound t for animals (tiger, turtle, toad,toucan, tarantula) 5. animal care poster	1. Shark fins 2. Boat sails 3. Pick a shell and write in sand 4. A wave of shapes - Water colouring 5. Fish for a shape and then draw shape onto fish outline

Key vocabulary	
Terminology	Straight lines, diagonal lines, circles, spirals, clockwise and anti-clockwise movements.

Pakeman Primary School
Writing curriculum - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	**Who Am I?**	**Bears**	**What We Eat**	**Traditional Tales**	**Spring**	**Adventures**
Shared Class Texts	   	  	   	  	    	  

	 	  			 	 
Writing Development Opportunities	Name writing (own, family, friends) Initial sounds CVC words Lists Topic word cards/mats	Recount (Weekend/holiday news) CVC words Name writing Lists Labels Greetings cards	Recount (Weekend/holiday news) Captions Shopping lists Menus/orders Recipes Information books	Recount (Weekend/holiday news) Speech/thought bubbles Character descriptions Cards/letters Wanted posters Retelling (traditional tales) Book making	Recount (Weekend/holiday news) Captions Labels Information books Instructions	Stories Book making Character descriptions Setting descriptions Wanted posters Transition letters/fact files
Key skills						
Transcription & Handwriting	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed.					
Spelling	• Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.					
Composition	• Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail.					

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- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Form lower case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Re-read what they have written to check it makes sense.
- Develop storylines in their pretend play.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Invent, adapt and recount narratives and stories with peers and teachers.

</td></tr>
<tr><td>Grammar</td><td>

- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

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<tr><td colspan="2">Key knowledge</td></tr>
<tr><td>Phonics (ELS)</td><td>

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<tr><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
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Phase 2
23 new grapheme phoneme correspondences (GPCs):
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<tr><td>s</td><td>a</td><td>t</td><td>p</td></tr>
<tr><td>i</td><td>n</td><td>m</td><td>d</td></tr>
<tr><td>g</td><td>o</td><td>c</td><td>k</td></tr>
<tr><td>ck</td><td>e</td><td>u</td><td>r</td></tr>
<tr><td>ss</td><td>h</td><td>b</td><td>f</td></tr>
<tr><td>ff</td><td>l</td><td>ll</td><td></td></tr>
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12 new harder to read and spell (HRS) words:
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<tr><td>I</td><td>the</td><td>no</td></tr>
<tr><td>put</td><td>of</td><td>is</td></tr>
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Phase 3
29 new grapheme phoneme correspondences (GPCs):
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<tr><td>zz</td><td>qu</td><td>ch</td><td>sh</td><td>th</td><td>ng</td></tr>
<tr><td>nk</td><td>ai</td><td>ee</td><td>igh</td><td>oa</td><td>oo</td></tr>
<tr><td>ar</td><td>ur</td><td>oo</td><td>ow</td><td>oi</td><td>ear</td></tr>
<tr><td>air</td><td>ure</td><td>er</td><td>ow</td><td></td><td></td></tr>
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32 new harder to read and spell (HRS) words:
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<tr><td>he</td><td>she</td><td>buses</td><td>we</td><td>me</td><td>be</td><td>push</td></tr>
<tr><td>was</td><td>her</td><td>my</td><td>you</td><td>they</td><td>all</td><td>are</td></tr>
<tr><td>ball</td><td>tall</td><td>when</td><td>what</td><td>said</td><td>so</td><td>have</td></tr>
<tr><td>were</td><td>out</td><td>like</td><td>some</td><td>come</td><td>there</td><td>little</td></tr>
<tr><td>one</td><td>do</td><td>children</td><td>love</td><td></td><td></td><td></td></tr>
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Phase 4
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<tr><td>CCVC - ed/t</td></tr>
<tr><td>CCVCC - ed/d</td></tr>
<tr><td>CCCVC</td></tr>
<tr><td>CCCVCC</td></tr>
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<td>

Phase 5 (introduction)
20 new grapheme phoneme correspondences (GPCs):
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<tr><td>oy</td><td>ir</td><td>ue</td><td>aw</td></tr>
<tr><td>wh</td><td>ph</td><td>ew</td><td>oe</td></tr>
<tr><td>au</td><td>ey</td><td>a-e</td><td>e-e</td></tr>
<tr><td>i-e</td><td>o-e</td><td>u-e</td><td>c</td></tr>
</table>
16 new harder to read and spell (HRS) words:
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<tr><td>oh</td><td>their</td><td>people</td></tr>
<tr><td>Mr</td><td>Mrs</td><td>your</td></tr>
<tr><td>ask</td><td>should</td><td>would</td></tr>
</table>

</td>
</tr>
</table>

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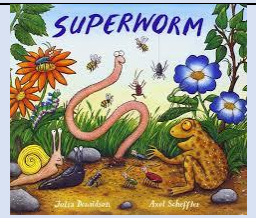
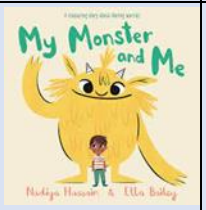
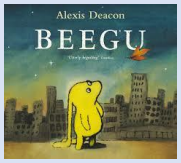
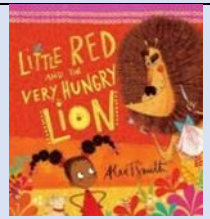
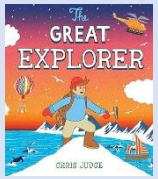
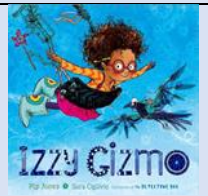
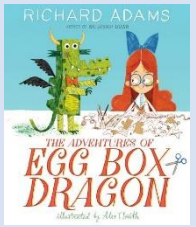
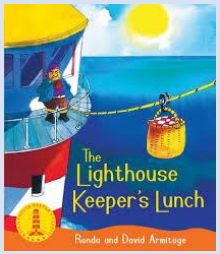
</table>

	to	go	Into	**Revision of Phase 2**	-er -est	could	asked	house
	pull	as	his			mouse	water	want
						very		
Key vocabulary								
Terminology	Lower-case, capital letter, formation, finger spaces, full stop, digraph, trigraph, letter, word, caption, sentence, tripod grip.							

Pakeman Primary School
Writing curriculum - Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	**Toys**	**Heroes**	**Kings and Queens**	**Celebrations**	**Classroom adventures**	**Minibeasts**
Shared Class Texts						
Writing Text Types						
Writing Outcome: Fiction	**Narrative: Create a further adventure for Traction Man**	**Description: Character (Supertato)** **Diary: Recount of day**	**Diary**	**Narrative: Story with an alternative character (Yr1) and setting (Yr2)**	**Description: Setting**	**Retell**
Writing Outcome: Non-Fiction	**Instructions: How To Look After Your Bog Baby**	**Information: Biographies (Mae Jemison)**	**Letter to the King Persuasive: Not To Ban the Dark**	**Postcard: Celebration from around the world**	**Non-chronological report: Jungle animals**	**Explanation: What is the lifecycle of a butterfly**
Writing Outcome: Poetry	**Poetry Week: (Free Verse)** Poems using onomatopoeia and alliteration		**Poetry Week: (Visual)** Diamante Poem- Synonym		**Poetry Week: (Structured)** Riddles	

Topic – Year B	This is Me!	Animals	Explorers	The Circus	Inventions	Holidays
Shared Class Texts	 		 Literacy Shed		 	
Writing Text Types						
Writing Outcome: Fiction	**Recount**	**Narrative: Change ending**	**Description: Setting**	**Narrative: Fantasy (own magical land)**	**Letter**	**Diary**
Writing Outcome: Non-Fiction	**Information: Missing Poster on Monster**	**Non-chronological report: Animal**	**Diary: Recount of day**	**Information: Leaflet on the Circus**	**Instructions: How to make an egg box dragon**	**Explanation: Related to the seaside -How to make a sandcastle, why lighthouses are important, how the tide changes, how beaches are made**
Writing Outcome: Poetry	**Poetry Week: (Free Verse)** Alphabet List poem		**Poetry Week: (Visual)** Shape Poem		**Poetry Week: (Structured)** Acrostic poems	
Key knowledge and skills –Year 1						
Transcription: Spelling	• Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3 • Use regular plural noun suffixes –s or –es • Names all the letters of the alphabet in order • Spell many Year 1 common exception words (*See common exception word list below) • Make plausible attempts at spelling words containing each of the 40+ phonemes already taught					

Transcription: Handwriting	• Sits correctly at a table, holding a pencil comfortably and correctly. • Forms lower case letters in thew correct direction, starting and finishing in the right place. • Forms capital letters and digits correctly.
Composition	• Composes sentences orally before writing it. • Sequences sentences in chronological order to recount an event or experience. • Re-reads own writing to check that it makes sense. • Leaves spaces between words. • Knows how adding the 'un' prefix can be added to words to change meaning. • Uses suffixes 's'. 'es', 'ed', and 'ing' within their writing.
Sentence Structure	• Combine words to write sentences. • Joins two sentences together using 'and'.
Text Structure	• Sequences sentences to form a narrative.

Punctuation	• Separates words using finger spaces.
	• Uses capital letters to start a sentence.
	• Uses full stops at the end of sentences.
	• Uses question marks.
	• Uses exclamation marks.
	• Use a capital letter for
	  ○ names of people
	  ○ places,
	  ○ the days of the week
	  ○ the personal pronoun 'I'

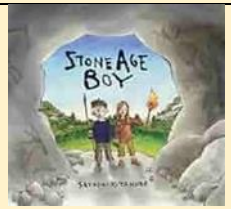
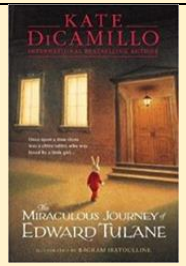
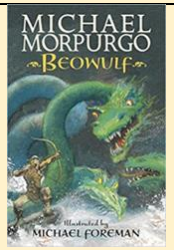
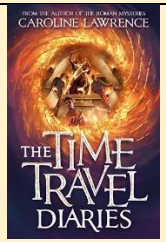
Key vocabulary	
Curriculum Terminology	• Plural noun suffixes • Suffices • Verbs • Prefix • Joining words • Clauses • Pronoun
Terminology for pupils	• Letter • Capital letter • Word • Singular • Plural

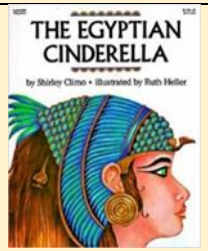
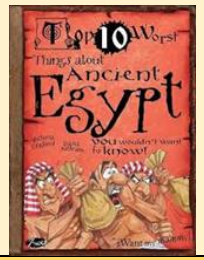
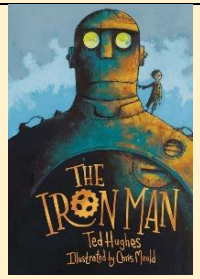
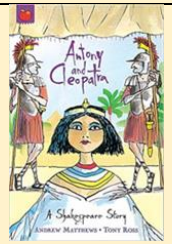
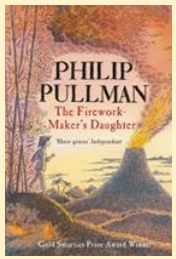
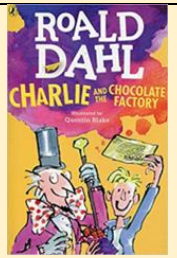
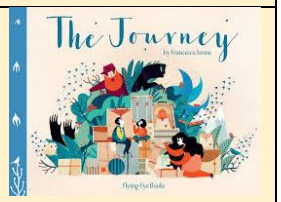
	• Sentence • Punctuation • Full stop • Question mark • Exclamation mark
Spelling	• The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck • The /ŋ/ sound spelt n before k • Division of words into syllables • -tch • The /v/ sound at the end of words • Adding s and es to words • Adding the endings –ing, –ed and –er • Adding –er and –est to adjectives • Vowel digraphs and tripgraphs ○ Ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, awa, au, air, ear, are • Words ending –y • New consonant spellings ph and wh • Using k for the /k/ sound • Adding the prefix –un • Compound words
Common Exception Words	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our –
Key knowledge and skills-Year 2	
Transcription: Spelling	• Segments spoken words into phonemes and records these as graphemes. • Spells words with alternative spellings, including common homophones. • Spells longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. • Uses knowledge of alternative phonemes to narrow down possibilities for accurate spellings. • Identifies phonemes in unfamiliar words and uses syllables to divide words. • Spell many of the Year 2 common exception words (*See common exception word list below)
Transcription: Handwriting	• Forms lower-case letters of the correct size relative to one another. • Begins to use the diagonal and horizontal strokes needed to join letters. • Has some understanding of which letters are best left unjoined. • Uses capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Leaves spaces between words that reflect the size of the letters.
Composition	• Writes narratives about personal experiences and those of others, both real and fictional.

	• Writes for different purposes, including real events. • Plans and discusses the content of writing and records their own ideas. • Orally rehearses structured sentences or sequences of sentences. • Evaluates own writing independently with friends and adults • Proof- reads to check for errors in spelling, grammar and punctuation.
Sentence Structure	• Uses subordination and co-ordination. • Uses expanded noun phrases. • Explains how the grammatical patterns in a sentence indicate its function.
Text structure	• Consistently uses the present tense and past tense correctly. • Uses the progressive forms of verbs in the present and past tense.
Punctuation	• Uses capital letters for names of people, places, days of the week and the personal pronoun 'I'. • Correctly uses question marks and exclamation marks. • Uses commas to separate items in a list. • Uses apostrophes to show where letters are missing and to mark singular possession in nouns.
Key vocabulary	
Curriculum Terminology	• Nouns • Suffixes • Adjectives • Adverbs • Subordination (when, if, that, because) • Co-ordination (or, and, but) • Noun phrases (the blue butterfly) • Statement, Question, Exclamation, Command • Present tense • Past tense • Progressive verbs in present tense (she is drumming) • Progressive verbs in past tense (he was shouting) • Apostrophes (the girl's name0
Terminology for pupils	• Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound

	• Suffix • Adjective • Adverb • Verb • Tense (past, present) • Apostrophe • Comma
Spelling	• The sound spelt as ge and dge at the end of words • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt –le at the end of words • The /l/ or /əl/ sound spelt –el at the end of words • The /l/ or /əl/ sound spelt –al at the end of words • Words ending –il • The /aɪ/ sound spelt –y at the end of words • Adding –es to nouns and verbs ending in –y • Adding –ed, –ing, –er and –est to a root word ending in –y • Adding the endings – ing, –ed, –er, –est and –y to words ending in –e • Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter • The sound spelt a before l and ll • The sound spelt o • The sound spelt –ey • The sound spelt a after w and qu • The sound spelt or after w • The sound spelt ar after w • The suffixes –ment, –ness, –ful , –less and –ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in –tion • Homophones and near-homophones
Common Exception Words	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Pakeman Primary School
Writing curriculum - Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	**Stone Age to Iron Age**	**Journeys**	**Anglo Saxons**	**Mountains**	**Time-travellers**	**Rainforests**
Shared Class Texts						
Writing Text Types						
Writing Outcome: Fiction	**Retell: A day in the life of a stone-age boy**	**Description: Character**	**Narrative: Write a myth or legend, focus on action scene**	**Description: Setting**	**Narrative: historical adventure story set in Roman London**	**Diary: Journey through Amazon Rainforest**
Writing Outcome: Non-Fiction	**Instructions: How to be a stone-age boy.**	**Persuasive Letter**	**Information: Non-Chronological report- Anglo Saxons**	**Information Leaflet: Report on Freshwater to increase awareness at Pakeman**	**Newspaper Report** ***Please note-this unit may be released with the writing through art project if it is running in Summer 1**	**Information: Non-Chronological Report: Rainforests** ***Please note-this unit may be released with the writing through art project if it is running in Summer 2**
Writing Outcome: Poetry	**Poetry Week: (Free Verse)** Poems using similes		**Poetry Week:(Visual)** Diamante – Antonym		**Poetry Week: (Structured)** Limericks	

Topic – Year B	Ancient Egypt	Energy and power	Romans	Active Planet	Chocolate	Europe
Shared Class Texts	 					
Writing Text Types						
Writing Outcome: Fiction	**Recount own version of a traditional tale**	**Letter from the perspective of the Iron Man**	**Description: Character**	**Diary**	**Description: Setting**	**Narrative: Own Journey**
Writing Outcome: Non-Fiction	**Non-chronological report (Ancient Egyptians)**	**Newspaper report based on events in The Iron Man**	**Biography: Cleopatra**	**Instructions: (Volcanoes/Making Fireworks)**	**Persuasive Letter** ***Please note-this unit may be released with the writing through art project if it is running in Summer 1**	**Diary: Personal account of a refugee** ***Please note-this unit may be released with the writing through art project if it is running in Summer 2**
Writing Outcome: Poetry	**Poetry Week: (Free Verse)** Poems using metaphors		**Poetry Week: (Visual)** Calligrams		**Poetry Week: (Structured)** Haiku Poems	
Key knowledge and skills –Year 3						
Transcription: Spelling	• Spells words with additional prefixes and suffixes and understand how to add them to root words. • Recognises and spells homophones. • Uses the first two or three letters of a word to check its spelling in a dictionary. • Spells words correctly which are in a family.					

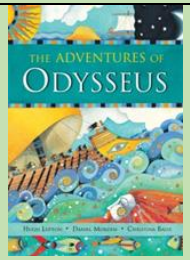
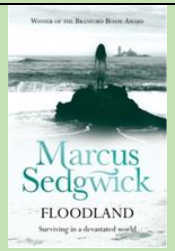
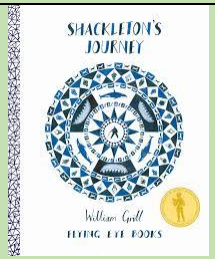
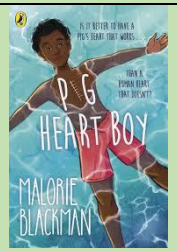
	• Spells the commonly mis-spelt words from the Y3/4 word list. (*See common exception word list below) • Identifies the root in longer words.
Transcription: Handwriting	• Uses the diagonal and horizontal strokes that are needed to join letters. • Understands which letters would be left unjoined.
Composition	• Discusses models of writing, noting its structure, grammatical features and use of vocabulary. • Composes sentences using a wider variety of structures. • Writes narratives with a clear structure, setting, characters and plot. • Writes non-narrative using simple organisational devices such as headings and sub-headings. • Suggests improvements for their own writing and that of others. • Makes improvements to grammar, vocabulary and punctuation. • Uses a range of sentences with more than one clause by using a range of conjunctions. • Uses the perfect form of verbs to mark the relationship of time and cause. • Proof-reads to check for errors in spelling and punctuation.
Sentence Structure	• Expresses time, place and cause by using conjunctions, adverbs and prepositions.
Text Structure	• Starts to use paragraphs. • Uses headings and sub-headings. • Uses the present perfect form of verbs instead of the simple past.
Punctuation	• Uses inverted commas to punctuate direct speech.
Key vocabulary	
Curriculum Terminology	• Nouns • Prefixes (super-, anti-, auto-) • Forms (a, an) constant or vowel (a rock, an open box) • Word families (solve, solution, solver, dissolve, insoluble) • Conjunctions (when, before, after, while, so, because) • Adverbs (then, next, soon, therefore) • Prepositions (before, after, during, in, because of) • Present perfect form of verbs (he has gone out to play) • Inverted commas • Direct speech
Terminology for pupils	• Preposition • Conjunction • Word family • Prefix • Clause

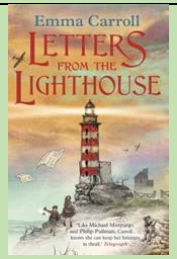
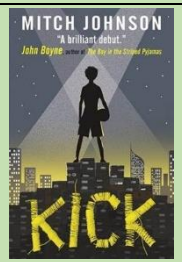
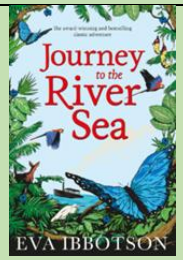
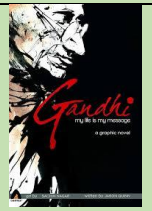
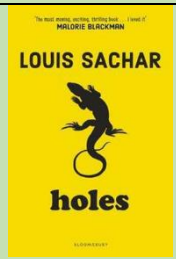
	• Subordinate clause • Direct speech • Consonant • Consonant letter vowel • Vowel letter • Inverted commas (speech marks)
Spelling	• Adding suffixes beginning with vowel letters to words of more than one syllable • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • Prefixes (un, dis, mis, in, re, sub, inter, super, anti, auto) • The suffix –ation • The suffix –ly • Words with endings sounding like /er/ (sure, ture) • The suffix –ous • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian • Words with the /k/ sound spelt ch • Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones
Common Exception Words	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
Key knowledge and skills –Year 4	
Transcription: Spelling	• Spells words with prefixes and suffixes and can add them to root words. • Recognises and spells homophones. • Uses the first two or three letters of a word to check a spelling in a dictionary. • Spells the commonly mis-spelt words from the Y3/4 word list. (*See common exception word list below)

Transcription: Handwriting	• Uses the diagonal and horizontal strokes that are needed to join letters. • Understands which letters should be left unjoined. • Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.
Composition	• Composes sentences using a range of sentence structures. • Orally rehearses a sentence or a sequence of sentences. • Writes narratives with a clear structure, setting and plot. • Improves writing by changing grammar and vocabulary to improve consistency. • Uses a range of sentences which have more than one clause. • Uses appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. • Uses direct speech in writing and punctuates correctly.
Sentence Structure	• Uses noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases. • Uses fronted adverbials.
Text Structure	• Writes in paragraphs. • Makes appropriate choices of pronouns and nouns within and across sentences.
Punctuation	• Uses inverted commas and other punctuation to indicate direct speech. • Uses apostrophes to mark plural possession. • Uses commas after fronted adverbials.
Key vocabulary	
Curriculum Terminology	• Plural and possessive –s • Verb inflections (We were instead of we was) • Noun phrases, modifying adjectives, noun and prepositional phrases (the strict maths teacher with curly hair) • Fronted adverbials (later that day) • Paragraphs around a theme • Pronoun • Noun • Cohesion • Inverted commas (direct speech) • Apostrophes • Plural possession • Fronted adverbials
Terminology for pupils	• Determiner • Pronoun • Possessive pronoun

	• Adverbial
Spelling	• Adding suffixes beginning with vowel letters to words of more than one syllable • The /ɪ/ sound spelt y elsewhere than at the end of words • The /ʌ/ sound spelt ou • Prefixes (un, dis, mis, in, re, sub, inter, super, anti, auto) • The suffix –ation • The suffix –ly • Words with endings sounding like /er/ (sure, ture) • The suffix –ous • Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian • Words with the /k/ sound spelt ch • Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que • Words with the /s/ sound spelt sc • Words with the /eɪ/ sound spelt ei, eigh, or ey • Possessive apostrophe with plural words • Homophones and near-homophones
Common Exception Words	accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Pakeman Primary School
Writing curriculum - Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic – Year A	**Ancient Greece**	**Weather and climate**	**Vikings**	**Antarctica**	**Windrush**	**Citizens of the World**
Shared Class Texts						
Writing Text Types						
Writing Outcome: Fiction	**Letter: Between two characters**	**Narrative: An ending with dialogue**	**Narrative: suspense**	**Recount: of Shackleton's expedition**	**Letter: Recount**	**Narrative: Diary entry**
Writing Outcome: Non-Fiction	**Non-chronological report: Greek Gods**	**Persuasive letter to Scrooge (A Christmas Carol)**	**Newspaper: End of Floodland (Battle for Eels Island)**	**Instructions: Antarctica** **Advert: Recruit new explores for next journey**	**Biography: Benjamin Zephaniah**	**Balanced Argument: Animal Organs used for humans**
Writing Outcome: Poetry	**Poetry Week: (Free Verse)** Narrative poems		**Poetry Week: (Visual)** Collage Poetry		**Poetry Week: (Structured)** Rhyming couplets – themed	

Topic – Year B	World War 2	Marvelous Maps	London	South America	The Sikh Empire	Farming and Food
Shared Class Texts						
Writing Text Types						
Writing Outcome: Fiction	**Letter: Evacuee letter**	**Narrative: suspense**	**Narrative: Focus on dialogue** **Narrative: Write a journalistic piece**	**Description: Setting**	**Adventure Story**	**Recount**
Writing Outcome: Non-Fiction	**Newspaper Report: Plane crash**	**Instructions: Journey (Map)**	**Persuasive Letter on aspect of global trade**	**Non-Chronological Report: Amazon or South America**	**Biography on Ghandi** **-lead into children writing their own Biography**	**Explanation: How to survive(Camp Green Lake/Detention Centre)**
Writing Outcome: Poetry	**Poetry Week: (Free Verse)** Poems using personification		**Poetry Week: (Visual)** Blackout Poetry		**Poetry Week: (Structured)** Tanka Poem	
Key knowledge and skills –Year 5						
Transcription: Spelling	• Forms verbs with prefixes. • Converts nouns or adjectives into verbs by adding a suffix. • Understands the rules for adding prefixes and suffixes. • Spells words with silent letters. • Distinguishes between homophones and other words which are often confused. • Spells commonly mis-spelt words from the Y5/6 word list. (*See common exception word list below) • Uses the first two or three letters of a word to check a spelling in a dictionary. • Uses a thesaurus.					

	• Uses a range of spelling strategies.
Transcription: Handwriting	• Chooses the style of handwriting to use when given a choice. • Chooses the handwriting that is best suited for a specific task.
Composition	• Discusses the audience and purpose of the writing. • Starts sentences in different ways. • Uses the correct features and sentence structure matched to the text type being worked on. • Develops characters through action and dialogue. • Establishes a viewpoint as the writer through commenting on characters and events. • Uses grammar and vocabulary to create an impact on the reader. • Uses stylistic devices to create effects in writing. • Adds well-chosen detail to interest the reader. • Summarises a paragraph. • Organises writing into paragraphs to show different information or events.
Sentence Structure	• Uses relative clauses. • Uses adverbs or modal verbs to indicate a degree of possibility.
Text Structure	• Builds cohesion between paragraphs. • Uses adverbials to link paragraphs.
Punctuation	• Uses brackets, dashes and commas to indicate parenthesis. • Uses commas to clarify meaning or avoid ambiguity.
Key vocabulary	
Curriculum Terminology	• Nouns • Adjectives • Verbs • Suffixes (-ate, -ise, -ify) • Verb prefixes (dis-, de-, mis-, over-, re-) • Relative clauses • Omitted relative pronoun • Adverbs (perhaps, surely) • Modal verbs (might, should, will, must) • Cohesion within paragraph (then, after that, this, firstly) • Adverbials of time (later) • Adverbials of place (nearby) • Adverbials of number (secondly) • Adverbials of tense choices (he has seen her before) • Brackets

	• Dashes • Commas to indicate parenthesis • Commas for meaning or avoid ambiguity
Terminology for pupils	• Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dah • Cohesion • Ambiguity
Spelling	• Endings which sound like /ʃəs/ spelt –cious or –tious • Endings which sound like /ial) • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency • Words ending in –able and –ible Words ending in –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in –fer • Use of the hyphen • Words with the /i:/ sound spelt ei after c • Words containing the letter-string ough • Words with 'silent' letters • Homophones and other words that are often confused
Common Exception Words	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht
Key knowledge and skills –Year 6	
Transcription: Spelling	• Coverts verbs into nouns by adding a suffix. • Distinguishes between homophones and other words which are often confused. • Spells commonly mis-spelt words from the Y5/6 word list. (*See common exception word list below) • Understands that the spelling of some words need to be learnt specifically. • Uses the first two or three letters of a word to check a spelling in a dictionary.

	• Uses a thesaurus. • Uses a range of spelling strategies. (*See spelling section below)
Transcription: Handwriting	• Chooses the style of handwriting to use when given a choice. • Chooses the handwriting that is best suited for a specific task.
Composition	• Identifies the audience for and purpose of the writing. • Chooses the appropriate form and register for the audience and purpose of writing. • Uses grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make the meaning clear and create effect. • Use a range of sentence structures to create specific effects. • Use developed noun phrases to add detail and effects. • Use the passive voice to present information with a different emphasis. • Use commas to mark phrases and clauses. • Sustains and develops ideas logically in narrative and nonnarrative writing. • Uses character, dialogue and action to advance events in narrative writing. • Summarise a text, conveying key information in writing.
Sentence Structure	• Uses the passive voice. • Varies sentence structure depending on whether the writing is formal or informal.
Text Structure	• Uses a variety of organisational and presentational devices correct to the text type. • Writes in paragraphs which can clearly signal a change in subject, time, place or event.
Punctuation	• Uses semi-colons, colons and dashes. • Uses colons to introduce a list and semi-colons within lists. • Uses hyphens to avoid ambiguity.
Key vocabulary	
Curriculum Terminology	• Informal speech and informal speech (find out-discover, ask for-request) • Synonyms and antonyms (big, later, little) • Passive Sentence • Subjunction forms (If I were, Were they) • Cohesive devices • Adverbials • Ellipsis • Independent Clauses • Headings, sub-heading, columns, bullets • Colon to introduce a list • Semi-colon within lists • Punctuation of bullet points

	• Hyphens to avoid ambiguity (man eating shark versus man-eating shark)
Terminology for pupils	• Subjective • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points
Spelling	• Endings which sound like /ʃəs/ spelt –cious or –tious • Endings which sound like /ial) • Words ending in –ant, –ance/–ancy, –ent, –ence/–ency • Words ending in –able and –ible Words ending in –ably and –ibly • Adding suffixes beginning with vowel letters to words ending in –fer • Use of the hyphen • Words with the /i:/ sound spelt ei after c • Words containing the letter-string ough • Words with 'silent' letters • Homophones and other words that are often confused
Common Exception Words	accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward bargain bruise category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity definite desperate determined develop dictionary disastrous embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation familiar foreign forty frequently government guarantee harass hindrance identity immediate(ly) individual interfere interrupt language leisure lightning marvellous mischievous muscle necessary neighbour nuisance occupy occur opportunity parliament persuade physical prejudice privilege profession programme pronunciation queue recognise recommend relevant restaurant rhyme rhythm sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system temperature thorough twelfth variety vegetable vehicle yacht

Poetry Guidelines

Please select a minimum of 2 to explore with the children and get them to recite from memory during an academic year. You could discuss them as part of a unit of guided reading sessions and perform at the end to another class or perform in an assembly or collective worship.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Two Little Dickie Birds	***Now We Are Six*** – AA Milne	***Buckingham Palace***- AA Milne	***On the Nong Ning Nang-*** Spike Milligan	***Life Doesn't Frighten Me***- Maya Angelou	***The Tyger-*** William Blake	***In Flander's Fields-*** John McCrae
Humpty Dumpty	***I Opened a Book***-Julia Donaldson	***The Moon-Robert*** Louis Stevenson	***The Crocodile***- Robert Louis Stevenson	***Please Mrs Butler***- Allan Ahlberg	***The Tale of Clustered the Dragon-*** Ogden Nash	***Meeting Midnight-*** Carole Ann Duffy
Twinkle Twinkle Little Star	***Tippy Tappy-*** Michael Rosen	***The Rhythm of Life***- Michael Rosen	***The Adventures of Isabel-*** Ogden Nash	***The Quangle Wangle's Hat-*** Edward Lear	***The Highwayman-*** Alfred Noyse	***The Way Through the Woods-*** Rudyard Kipling
Hot Cross Buns	***The Morning Rush***- John Foster	***Plum-*** Tony Mitton	***Nature Trail-*** Benjamin Zephaniah	***From a Railway Carriage-*** Robert Louis Stevenson	***The Charge of the Life Brigade-*** Alfred Lord Tennyson	***The Jabberwocky-*** Lewis Carrol
Incy Wincy Spider	***Caterpillar-***Christina Rosetti	***Fruit Picking-*** Jack Ousbey	***The Book*** – Michael Rosen	***Sick-***Shel Silverstein	***Still I Rise-*** Maya Angelou	***McCavity: The Mystery Cap-*** T.S Eliot
Sing a Song of Sixpence	***Here is the Seed***- John Forster	***See Me Walking***- Clive Webster	***Leap Like a Leopard***- John Forster	***Mr Moore-***David Harmer	***Words Are Ours***- Michael Rosen	***Ozymandias*** by Percy Bysshe Shelley

FREE VERSE:	Types of Poetry and Features	Writing Suggestions	Example Poems
Alphabet List Poem	A list poem does exactly as described and collects content in a list form. List poems don't have any fixed rhyme or rhythmic pattern. List poems usually have a list in the middle, plus a few lines at the beginning and a few lines at the end. You can think of the beginning and end of a list poem like the top and bottom slices of bread in a sandwich.	Collect/explore new words beginning with each letter. Write an Alphabet list poem. Practise letter formation for letters of the alphabet (including capital letters)	***A to Z*** by Michaela Morgan ***The You Can Be A B C*** – Roger Stevens ***A Monster Alphabet*** by Gervase Phinn ***An Alphabet of Horrible Habits*** by Colin West
Onomatopoeia and alliteration	Onomatopoeia, according to the Oxford Dictionary, is the 'formation of a word which describes its sound'. Examples of onomatopoeic words include sizzle, clap, moo, roar, etc. It is a common feature in many poems written with children in mind. The onomatopoeia can sometimes form a refrain, that repeats through the poem, providing structure.	Firework, bonfire night poetry The noises around a house / outside Poem about a science experiment A poem about the senses	***Firework Poem*** by Jim Carter ***Look at the Train!*** by Kathy Henderson ***Rain-Dance*** by Hilda Offen ***Onomatopoeia*** by Eve Merriam
Simile Poem	Simile is common poetic device. The subject of the poem is described by comparing it to another object or subject, using 'as' or 'like'. For example, the subject may be 'creeping as quietly as a mouse' or be 'sly, like a fox.' Keep the structure simple, non-rhyming and explore similes first. It may take the form of a 'list poem'.	Animal simile poem Colour simile poem On the ground simile poem	***Leap Like a Leopard*** by John Foster
List Poem	Free verse does not follow a set syllable pattern or rhyme scheme. It may be written on a range of themes. Refer to the KS2 key objectives and writing curriculum content for Year 4. Alliteration and similes (non clichéd) should be expected and encouraged as children have come across this in KS1.	Putting items into a box/suitcase Walking through a door into a different land/world Link to project/topic	***The Magic Box*** by Kit Wright. ***The Sound Collector*** by Roger McGough ***Ten Things Found in a Wizard's Pocket*** by Ian McMillan ***Things I'd Do If It Weren't For Mum*** by Tony Mitton ***The Teacher's Day in Bed*** by David Orme
Narrative Poems	A narrative poem in literature is a poem which tells a story. It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution,	Link to project or class text – could a story be changed into a narrative poem?	***The Highwayman*** by Alfred Noyes ***Maggie and the Dinosaur*** by Dave Ward ***Me and my Brother*** by Michael Rosen

	setting and action. ... Narrative poems include old epics, lays and ballads.		
Personification	In poetry, personification is used to allow non-human things to take on human traits and emotions. Poets can use personification to make inanimate objects, such as a mirror, express feelings and perform actions. In Year 6 children should have the opportunity to read a range of poems where personification is used and comment on why the author has chosen to do this.	Free verse personification poems – link to projects.	***The Sea (is a hungry dog)*** by James **Reeves *Children in Wartime*** by Isobel Thrilling ***For Forest*** by Grace Nichols

VISUAL:	**Types of Poetry and Features**	**Writing Suggestions**	**Example Poems**
Shape Poem/ Concrete Poem	The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape. Concrete poems should not be confused with calligrams (where individual words take on a shape that reveals their meaning).	Create a poem in the shape of a noun (linked to a project) using a template if needed (ideas on twinkl) e.g. weather, oceans, seaside, seasons, animals The poem can just be words or phrases to describe the noun, then written as the outline shape or within a template of the shape.	***The Shape I'm In*** by James Carter ***Rhythm Machine*** by Trevor Harvey ***Undersea Tea*** by Tony Mitton **+ more in *The Works*** (every kind of poem you will ever need for the literacy hour) by Paul Cookson
Diamantes	The poem is presented in the shape of a diamond: o Line 1: Beginning subject; o Line 2: Two adjectives about line 1; o Line 3: Three verbs or words ending '-ing' about line 1; o Line 4: A short phrase about line 1, a short phrase about line 7; o Line 5: Three verbs or words ending '-ing' about line 7; o Line 6: Two adjectives about line 7;	Ideas for teaching sequence at: https://www.poetry4kids.com/?s=how+to+write+a+diamanté+poem Online interactive programme with example poems and activity to make diamante poems: https://www.readwritethink.org/search?s=diamante+poems	*Bike* *Shiny, quiet* *Pedalling, spinning, weaving* *Whizzing round corners, zooming along roads* *Racing, roaring, speeding* *Fast, loud* *Car*

	o Line 7: End subject. • Precise verbs and adjectives are used in the relevant lines indicated above. • Each line starts with a capital letter; commas are used between verbs and adjectives; no punctuation at the end of lines.		
Calligram	Calligrams are words or sections of text that are designed to create a visual representation of the word itself. It connects text and image. The image is shown as a shape or a symbol which captures the main idea or theme of the poem.	Topic focused	Guillaume Apollinaire
Collage Poetry	The idea is to cut out words from these materials and then rearrange them to create a poem. This activity is also a brilliant way of learning about word classes, as you will be physically moving words to build phrases and sentences.	Using old books/magazines/newspaper, etc. https://www.tate.org.uk/kids/make/cut-paste/poetry-collage	
Blackout Poetry	A blackout poem is when a poet takes a marker (usually black marker) to already established text--like in a newspaper--and starts redacting words until a poem is formed. The key thing with a blackout poem is that the text AND redacted text form a sort of visual poem.	Exploring with children how poetry can be used to project their 'voice' on issues important to them. Themes may include controversial issues such as climate change, racism, bullying, animal cruelty.	

STRUCTURED:	**Types of Poetry and Features**	**Writing Suggestions**	**Example Poems**
Riddles	The poem describes a noun (usually an object), but does not name it, i.e. it may describe a tiger as striped and furry. The last line usually directly addresses the reader and uses a question, e.g. 'What is it?' or 'Can you guess what I could be?' The mood of the poem is light-hearted.	Write riddles and test them out on friends and family. Riddles about subjects they have experienced / matter to them / familiar objects e.g: animals, seasons, food, household objects	***What Am I?*** by Jo Peters ***Animal Riddle*** by Pie Corbett ***Teaser*** by Tony Mitton ***Riddle*** by John Foster
Acrostic	An acrostic poem is a type of poetry where the first, last or other letters in a line spell out a particular word or phrase. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.	Link to overall topic, or topic in science, etc.	***An Acrostic*** by Roger McGough ***Giant*** by Jack Ousbey ***My Glasses*** by John Hegley
Limericks	The poem is five lines in length and follows the rhyme scheme AABBA. o Line 1: 7-10 syllables; o Line 2: 7-10 syllables; o Line 3: 5-7 syllables; o Line 4: 5-7 syllables; o Line 5: 7-10 syllables. The first line usually begins with 'There was a...' and ends with the name of a person or place. The last line should be rather unusual or far-fetched. Each line starts with a capital letter. Lines often end with a comma. The mood of this type of poem is comic, and it can even be nonsense.	Write limericks on famous book, tv or film characters. Write limericks based on made up people/characters.	**Edward Lear limericks** ***Spring Magic*** by Judith Nicholls ***Short Visit, Long Stay*** by Paul Cookson ***Limerick*** by John Irwin
Question and Answer Poetry	Whilst this is not a traditional poetic structure it is one which poets for children use, often for comic effect. The poem is structured as a dialogue between two people. This kind of poem is great for performance as there are clear roles and voices within it and the children can have fun adding character to the lines. A simple q and a structure would work well with lower KS2 children. Create ideas using a whole class plan and provide a template for LA children.	PUPPY IN THE HOUSE Who broke the window? It wasn't me. Wag, wag! Who chewed the rug? It wasn't me. Lick, lick! Who made a puddle? It wasn't me. Woof, woof!	***Why Must We Go to School?*** by Allen Ahlberg ***Conversation*** by Michael Rosen **From Poems to Perform** by Julia Donaldson ***Conversation Piece*** by Gareth Owen ***The Treasures*** by Clare Bevan

Kennings	A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. Kenning poems are a type of riddle which use kennings to describe something or someone. Each line consists of one kenning. There is no set number of lines in each verse. The kennings should be ordered within the poem with consideration of the impact on the reader.	Teach metaphors explicitly first Encourage precise word choices and other features learned in previous years such as alliteration, similes.	***Beowolf*** ***BEwARe!*** **Poem from Zim Zam Zoom!** by James **Carter *Guess Who?*** By Coral Rumble ***Squirrel*** by Celia Warren
Haiku	The haiku originates from Japan, and is similar in structure to a Tanka poem (year 5) The mood of a haiku is generally serious, and can relate to many themes, including nature or love. The line structure is as follows: Line 1: 5 syllables; Line 2: 7 syllables; Line 3: 5 syllables. (14 in total). Each line starts with a capital letter.	Write a Haiku linked to project/class text or for a specific theme-day.	***Haikus*** by Basho ***Four Seasons Haiku*** by Adrian Henri ***Bumble-bee*** by Angela Topping ***Policemand Haiku*** by Roger Stevens
Cinquains or Tankas	A cinquain poem is a verse of five lines that do not rhyme Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables. Line 5: 2 syllables Tanka A Japanese form of five lines with 5, 7, 5, 7, and 7 syllables—31 in all.	Consider a theme for the cinquains – linked to a project or theme/national/world celebration day.	***Cinquains Birds of a Feather*** by Bernard Young ***School Trip*** by Tracey Blance ***Yo You*** by Angela Topping ***Tankas Silver Aeroplane*** by John Foster ***Red by Coral Rumble***
Rhyming Couplets	Writing rhyming poetry is not easy, despite children's enthusiasm to want to create poems that rhyme further down the school. The rhyming words and rhythmic beats of each line need to be appropriate to the mood and theme of the poem. Possible structures include: Rhyming couplets: AA BB CC DD EE etc Alternate rhyming couplets: ABAB CDCD Unbounded couplets: A B C B	Write a whimsical / light-hearted/ nonsense themed rhyming couplet poem Year 6: Write a more serious themed poem using a rhyming couplet structure from the suggestions.	***Kicking up Leaves*** by Matt Simpson ***My Brother Bert*** by Ted Hughes ***Where do all the teachers go?*** By Peter Dixon ***Alien's Stole my Underpants*** by Brian Moses ***The Bonfire*** by Eleanor Farjeon ***Fire, Burn: and Cauldron Bubble*** by William Shakespeare ***Matilda*** by Hilaire Belloc ***Upon Westminster Bridge*** by William Wordsworth ***McCavity: The Mystery Cat*** by T.S Eliot ***The Evacuee*** by Shirley Tomlinson

Poetic forms and devices	
Alliteration	*This is when words that start with the same sound are used repeatedly in a phrase or sentence*
Assonance	*This is the repetition of a vowel sound within nearby words*
Blackout poem	*This is when a poet takes a piece of text and crosses out much of the original text. The words left form a new poem.*
Ballad	*A poem or song that narrates a story in short stanzas. It may use rhythm and rhyme*
Calligram	*This is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poems.*
Cinquain	*A cinquain has a 5 line structure. It follows the pattern:* *Line 1: 2 syllables* *Line 2: 4 syllables* *Line 3: 6 syllables* *Line 4: 8 syllables* *Line 5: 2 syllables*
Comic Verse	*There are no fixed rules for rhyme and rhythm. Comic verse often involves a play on words and focuses on amusing the reader*
Concrete poem	*A poem that is written in the shape of the words on the page match the subject of the poem*
Conversation poems	*A poem that creates the appearance of a conversation that has been inserted into the structure of a poem.*
Couplet	*Two lines of a poem that have the same rhythm and rhyme*
Free verse	*Free verse poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative*
Haiku	*This is a Japanese poem with the intention of evoking images. It follows the structure* *Line 1: 5 syllables* *Line 2: 7 syllables* *Line 3: 5 syllables*
Kennings	*A kenning describes the qualities of something using two-word phrases in the place of a noun. Kenning poems uses two-word phrases on each line and may include metaphors*
Limerick	*A five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other*
List poem	*A list poem often has a list of words, phrases or sentences on a subject. They often have a starter word or sentence. E.g. For breakfast I will eat… Things that… Words and phrases are often repeated. It may or may not rhyme.*
Metaphor	*This is when something is described as being the same as an unrelated object. They are often used to create effects and images.*
Narrative	*A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.*