

Writing at Eversley

"You can make anything by writing." C.S.Lewis.



We recognise the invaluable relationship between reading and writing. The language and structural features of texts are explored through reading in the first instance and then used as a model to develop writing. There is clear progression in the teaching of writing:

Modelled writing The teacher verbalises the thought processes as a writer and makes explicit the structure, language features, spelling and punctuation of the text type as appropriate.

Shared writing This is a collaborative process, which involves the children sharing their thoughts and ideas with the rest of the class. The teacher selects the most appropriate response(s) ensuring they give reasons for why they have made that choice as well as using teaching opportunities to refine and edit the piece of writing.

Guided writing The teacher or teaching assistant works with a group of children during a focused writing activity with a clear objective. Guided writing aims to provide an appropriate level of challenge and will focus on a particular aspect of the writing process e.g. planning, composition, editing, that will both support and move the children forward in their writing skills.

Independent writing Children are given the opportunity to apply their understanding of the text type in their own writing. This will take place as an independent task.

Extended writing Opportunities for extended writing are planned for during every unit of work. This extended writing may, at times, form a cross-curricular link with another subject, for example, a recount of an historical event. Extended writing may extend the skills taught in shared writing or create an independent writing time to assess the children's progress and understanding.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Core Text: <i>Harry and the Dinosaurs go to School</i>- Ian Whybrow</p> <p>Core Text: <i>Naughty Bus</i> – Jan Oke</p> <p>Mark making Writing name Labelling Captions Signs Posters</p>	<p>Core Text: <i>Farmyard Hullabaloo</i>-Giles Andreae</p> <p>Mark making</p> <p>Labelling Captions Signs Posters Speech/thought bubbles</p>	<p>Core Text : <i>Bedtime for Monsters</i>-Ed Vere</p> <p>Mark making Labelling Captions Signs Posters Writing letters Describing characters</p>	<p>Core Texts: Traditional tales; <i>Jack and the Beanstalk, The Three Billy Goats Gruff, Goldilocks and the Three Bears</i></p> <p>Mark making Labelling Captions Signs Posters Describing characters</p>	<p>Core Text: <i>Supertato</i>-Paul Linnet and Sue Hendra</p> <p>Core Text: <i>Dear Dinosaurs</i>-Chae Strathie</p> <p>As Autumn and Spring plus... Describing characters Non-fiction information books</p>	<p>Non-fiction: Mini beasts theme (inc Fiction core text <i>The Very Hungry Caterpillar</i>)</p> <p>At the seaside theme (linked to maths; core text <i>-One is a Snail, Ten is a Crab: A Counting by Feet Book-</i> April Sayre and Jeff Sayre As Autumn and Spring plus... Non-fiction information books</p>

<p>Year 1</p>	<p>Fiction Core Text: <i>The Tiger who came to tea</i>- Judith Kerr Write recounts (fiction)</p> <p>Core Text: <i>Oi Frog</i>- Kes Gray Write stories that mimic significant authors.</p> <p>Non-Fiction Write labels.</p> <p>Write lists.</p> <p>Non-Fiction Write recounts Science museum visit</p>	<p>Fiction Core Texts: <i>Fairy Tales</i> <i>Three little pigs, Goldilocks</i></p> <p>Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Fiction Core Text: <i>The Snowman-Raymond Briggs</i> Write character descriptions.</p>	<p>Fiction Core Texts: <i>Paddington</i> – Michael Bond Write recounts (fiction).</p> <p>Poetry Write poems using the senses.</p>	<p>Non-Fiction – science “life cycles” and chicks hatching on farm visit Present information.</p> <p>Write explanations.</p> <p>Write captions.</p> <p>Fiction Core text: <i>What the Ladybird Heard</i>- Julia Donaldson Write stories that mimic significant authors.</p>	<p>Non-Fiction Write non-chronological reports.</p> <p>Poetry Core texts: Animal riddles Perform and write nonsense and humorous poems, limericks and riddles.</p> <p>Fiction Core Text: <i>Whatever</i> Next- Jill Murphy Write stories that mimic significant authors.</p>	<p>Fiction Core Text: <i>The Magic Bed</i>- John Burningham</p> <p>Write stories with imaginary settings.</p> <p>Non-Fiction Write recounts linked to sports week</p> <p>Science week-David Attenborough Write glossaries. Present information.</p> <p>Write letters – transition letters to R children</p>
<p>Year 2</p>	<p>Fiction Core Text: <i>The Day the Crayons Quit</i>- Oliver Jeffers Write Letters</p> <p>Write stories that mimic significant authors.</p>	<p>Poetry Write Haikus</p> <p>Fiction Core Text: <i>The Twits</i>- Roald Dahl Write character descriptions.</p> <p>Core Text: <i>Into the Forest</i>- Anthony Browne Write stories that mimic significant authors.</p>	<p>Non-Fiction New Year Resolutions Write letters</p> <p>Fiction Core Text: <i>Little Red Riding Hood</i>- Traditional Tale (various authors) Write stories and plays that use the language of fairy tales and traditional tales.</p> <p>Poetry Perform and write nonsense and humorous poems, limericks and riddles.</p>	<p>Non-Fiction –inspired by reading across the curriculum- Dinosaurs Present information.</p> <p>Write non-chronological reports.</p> <p>Write explanations.</p>	<p>Non-Fiction – Recounts from holidays Write recounts</p> <p>Fiction- Core Texts: <i>Charlie & the Chocolate Factory</i>- Roald Dahl Write stories with imaginary settings.</p>	<p>Poetry Core Text: <i>Shine</i> – Sara Asuquo</p> <p>Non-Fiction – Write explanations.- inspired by reading across the curriculum. The Human Life Cycle(Growing up)</p>
<p>Year 3</p>	<p>Poetry Write shape poems</p> <p>Write a haiku.</p> <p>Fiction & Non-Fiction Write recounts (diary entries).</p> <p>Non-Fiction Write instructions</p>	<p>Fiction Core Text: <i>Peter Pan</i>- JM Barrie Write stories of adventure.</p> <p>Non-Fiction Write non-chronological reports. Inspired by reading across the curriculum -Linked to RE</p>	<p>Fiction Core Texts: <i>Paddington</i> – Michael Bond & <i>Katie in London</i>- James Mayhew Write stories set in places pupils have been (familiar settings)</p> <p>Non-Fiction Write persuasively Inspired by reading across the curriculum-linked to fair trade</p>	<p>Poetry Core Text: Write a cinquain.</p> <p>Create own performance poems.</p> <p>Non-Fiction Write in a journalistic style. Reports inspired by reading across the curriculum.</p> <p>Fiction Core Texts: <i>Traditional Fairy Tales</i> Write scripts inspired by reading across the curriculum.</p>	<p>Non-Fiction – Recounts from holidays Write recounts</p> <p>Fiction Core Text: <i>Stone Age Boy</i>- Satoshi Kitamura Write stories that contain mythical legendary or historical characters or events.</p> <p>Write instructions How to wash a woolly mammoth</p>	<p>Fiction Core Texts- <i>Celtic Myths</i> Write stories that contain mythical legendary or historical characters or events.</p> <p>Non-Fiction Write letters. transition letters to new teachers</p>

<p>Year 4</p>	<p>Fiction Core Text: <i>Dear Teacher</i> Amy Husband Write letters.</p> <p>Fiction Core Text: <i>Romulus & Remus</i> Write stories that contain mythical legendary or historical characters or events.</p> <p>Non-Fiction</p>	<p>Fiction Write a short story using flashback.</p> <p>Non-Fiction Antibullying themed written work</p>	<p>Non-Fiction Write instructions.</p> <p>Fiction Write a short story using flashback.</p>	<p>Poetry Core Text: Write a cinquain. Create own performance poems.</p> <p>Non-Fiction Write in a journalistic style. Reports inspired by reading across the curriculum.</p> <p>Non-Fiction Write persuasively</p>	<p>Fiction Write scripts inspired by reading across the curriculum.</p> <p>Fiction Write stories of mystery and suspense</p>	<p>Fiction Core Text: <i>How to train your Dragon</i> – Cressida Cowell Write stories of adventure.</p> <p>Non-Fiction Write non-chronological reports.</p>
<p>Year 5</p>	<p>Fiction Core Text Shakespeare <i>Romeo & Juliette</i> (2021 text choice) Use older literature to write in the style of an author.</p> <p>Write stories, letters, narrative diaries & scripts inspired by reading</p>	<p>Non-Fiction Write balanced arguments Inspired by reading across the curriculum.</p> <p>Fiction Write a short story using flashback.</p>	<p>Poetry Core Text: <i>Tyger</i> William Blake Write poems that convey an image (simile, word play, rhyme and metaphor).</p> <p>Non-fiction Write persuasively.</p> <p>Non-fiction Write explanations. Inspired by reading across the curriculum (science links).</p>	<p>Fiction Write stories of mystery and suspense.</p> <p>Non-Fiction Write biographies Famous authors</p> <p>Poetry Write poems that convey an image (simile, word play, rhyme and metaphor).</p>	<p>Non-Fiction Write in a journalistic style. Reports inspired by reading across the curriculum.</p> <p>Non-Fiction Write recounts. Residential visit (Tolmers)</p>	<p>Fiction Write a short story using flashback.</p> <p>Fiction Write letters.</p>
<p>Year 6</p>	<p>Fiction Core text: <i>Goodnight Mr Tom</i>- Michelle Margorian Write Stories that contain historical characters</p> <p>Write stories set in places pupils have been (familiar settings)</p> <p>Write letters</p> <p>Non-Fiction <i>WWII and the Homefront</i> Write recounts</p> <p>Write information texts</p>	<p>Fiction Core Text: <i>War Horse</i>- Michael Morpurgo Write stories that contain historical characters or events</p> <p>Write stories in the style of significant authors</p> <p>Write short stories using flashback</p> <p>Write letters</p> <p>Core Texts from The History Shed – 250years of the horse. Write stories using film narrative</p> <p>Non-Fiction- Core text/s <i>Walter Tull</i> Write Biographies</p> <p>Write formally</p>	<p>Fiction Core Text: <i>Stories of Mystery & Suspense</i> : <i>Sherlock Holmes: The Sign of The Four</i> Arthur Conan Doyle, <i>Kidnapped</i> Robert Louis Stevenson , Film narrative “<i>Road’s End</i>” Write stories inspired by reading across the curriculum</p> <p>Write stories of mystery and suspense.</p> <p>Write stories using film narrative</p> <p>Non-Fiction <i>North America & North American animals</i> Present information from a variety of sources- Information Texts</p> <p>Write Non-Chronological reports</p>	<p>Fiction Core Text: <i>The Last Wild</i>- Piers Torday Stories that raise an issue or dilemma</p> <p>Write stories of adventure</p> <p>Non-Fiction- <i>Science linked/ e.g. Evolution & Inheritance</i> - Write explanation texts -Important scientists – e.g. Darwin Write biographies</p>	<p>Fiction Core Text: <i>Freedom</i>- Catherine Johnson Stories that raise an issue or dilemma</p> <p>Write stories of adventure</p> <p>Non-Fiction - <i>The transatlantic slave trade</i> Write persuasively</p> <p>Write arguments</p> <p>Journalistic style</p> <p>Debates</p>	<p>Non Fiction & Fiction -<i>Windrush</i> Write diaries</p> <p>Write letters</p> <p>Non-Fiction Recounts of Year 6 Write autobiography</p> <p>Transition Unit</p> <p>Poetry Core Text: Write poems that convey an image (simile, word play, rhyme and metaphor).</p> <p>Speaking and listening/ Performance Leavers production</p> <p>Write (and perform) plays and scripts</p>