

## **St Nicholas Catholic Primary School**

### **Curriculum Maps – Writing**

#### Intent

At St Nicholas, we believe that every pupil should be able to confidently communicate their knowledge, ideas and emotions through their writing. We strive to help all our children grow into articulate and imaginative communicators, who are well-equipped with the skills they need to become life-long learners; developing writing competency is key in this. We aim to ensure that all of our children develop a genuine love of language and the written word. We firmly believe that children need to be drawn into their writing and so we place high importance on the use of diverse, quality resources to stimulate and inform children's writing. These encompass a range of fiction and non-fiction texts, artwork and video clips. Our writing stimuli has been carefully selected for each year group to promote a passion for literature and engagement in learning, expose children to a range of genres and ambitious vocabulary. and celebrate and embrace differences in culture, heritage, language and traditions. Using these books as a starting point, teachers at St Nicholas, take pupils on a writing journey which leads to them establishing themselves as authors in their own right. We believe that all successful writers refine and edit their writing over time. Therefore, our children have explicit opportunities to become autonomous and independent writers, planning, editing and improving their work in response to self, peer and teacher evaluation. Pupils will focus on developing effective transcription and composition skills to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences. They will develop and apply an increasingly wide knowledge of vocabulary, grammar and spelling. We also want our pupils to take pride in their presentation and we intend for pupils to leave school being able to use fluent, legible handwriting.

We aim for children to have meaningful writing experiences and so careful connections are made across the curriculum: where possible linking our writing stimuli to Religious Education, History, Geography or Science. We want our children to develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Our curriculum is accessible to children of all abilities and differentiated carefully by teachers. This includes developing children as good orators with a range of speaking and listening opportunities, particularly in the Early Years Foundation Stage (EYFS).

#### Implementation

Stimulate and generate - This starts with a hook to interest the class. Children will be introduced to a high quality text, fiction or non-fiction, or visual literacy source which reflects their interests, ability and wider curriculum learning. The purpose, audience and genre features will be defined so that the children have a clear understanding of what they are working towards producing in the unit and why.

Capture, sift and sort – Working through the text or stimulus, pupils will partake in a variety of 'shorter' writing, reading and drama activities, from a variety of genres, to enable them to develop and practice the skills that they will need to use in their final piece of writing for the unit/genre. This will include teaching and developing children's spelling, grammar and punctuation knowledge.

Create, refine, evaluate – Children will use all of the skills and techniques developed throughout the unit of work to create a final piece, a ‘big write’. Children will have the opportunity to plan, edit, draft and re-draft their writing with careful input from live teacher marking, alongside self and peer assessment. They will analyse and discuss high quality, exemplar models to inform their own writing. For an assessed, independent piece of writing, children will compose a text from the same genre, for a different purpose, with reduced input from the teacher.

<b>Reception</b>				
	Main Genre Text/Stimulus	Duration	Extended writing “Big Write”	Curriculum links
Autumn 1	Focus on transitions and settling into school. Sharing familiar stories and those that support change and friendship. Focus on communication and language and physical skills in preparation for writing. Baseline assessment.			
Autumn 2	<u>Stories with Humour</u> Funnybones - Allan Ahlberg	1 week	Labelling the skeleton.	
	<u>Adventure Narrative</u> Owl Babies - Martin Waddell.	1 week	Description of feelings.	The natural world.
	<u>Familiar Narrative</u> Leaf Man - Lois Ehlert.	1 week	Setting description - Leaves.	The natural world.
	<u>Familiar Narrative</u> The Enormous Turnip - Ladybird Tales.	1 week	List the characters that are needed to help.	The natural world.
	<u>Letters</u> The Jolly Christmas Postman - Janet and Allan Ahlberg.	1 week	Letters to Father Christmas.	Past and present. RE – Christmas.
	<u>Visual Literacy</u> Lily and the Snowman - Literacy Shed.	1 week	Instructions - How to Build a Snowman.	The natural world.

Spring 1	<u>Traditional Tales</u> Little Red Riding Hood.	1 week	Storyboard to sequence the events.	
	<u>Traditional Tales</u> Goldilocks and the Three Bears.	1 week	Recipe to make porridge.	
	<u>Traditional Tales</u> The Three Little Pigs.	1 week	Information text on the pig or wolf.	
	<u>Fantasy Narrative</u> The Gruffalo -Julia Donaldson.	1 week	Poem to describe The Gruffalo.	
	<u>Adventure Narrative</u> Paddington Bear - Michael Bond.	1 week	Postcard from his trip.	
Spring 2	<u>Information</u> Dinosaur Roar - Henrietta and Paul Strickland.	1 week	Dinosaur fact file.	
	<u>Visual Literacy</u> Bubbles - Literacy Shed.	1 week	Description of a 'found' object.	
	<u>Familiar Narrative</u> Jasper's Beanstalk - Nick Butterworth.	1 week	Label plants/life cycle.	The natural world.
	<u>Adventure Narrative</u> Eliot: Midnight Superhero - Anne Cottringer.	1 week	Describe their own superpower.	
	<u>Instructions</u> You Can't Take an Elephant on the Bus - Patricia Cleveland-Peck.	1 week	Directions for a bus journey.	People and communities.
Summer 1	<u>Traditional Tales</u> Sleeping Beauty.	1 week	Write a new version of the sleeping spell.	

	<u>Traditional Tales</u> Princess and the Pea.	1 week	Letter to thank the King for letting her stay in the castle.	
	<u>Familiar Narrative</u> Farmer Duck - Martin Wardell.	1 week	Farm animal speech bubbles.	The natural world.
	<u>Familiar Narrative</u> What the Ladybird Heard - Julia Donaldson.	1 week	Wanted poster to find the animal who stole the prize cow.	
	<u>Letter</u> The Little Red Hen.	1 week	Persuade Mr Porter to allow the school to have chicks.	The natural world.
Summer 2	<u>Literacy in Context</u> Classroom chicks.	1 week	Description of the chicks.	The natural world.
	<u>Visual Literacy</u> The Tadpole's Promise - Jeanne Willis.	1 week	Label a frog's life cycle.	The natural world.
	<u>Familiar Narrative</u> The Hungry Caterpillar - Eric Carle.	1 week	Narrative - Create a new version.	
	<u>Adventure Narrative</u> Tiddler - Julia Donaldson.	1 week	Diary - recounting the animals that Tiddler saw.	
	<u>Adventure Narrative</u> Room on the Broom_- Julia Donaldson.	1 week	Create a potion for the witch.	

Year 1				
	Main Genre Text/Stimulus	Duration	Extended writing "Big Write"	Curriculum links
Autumn 1	<u>Family Fiction</u> Knuffle Bunny - Mo Willems. 5 Minutes Peace - Jill Murphy.	2 weeks	Familiar narrative – A lost toy.	
	<u>Information</u> The Usborne Big Book of Machines - Minna Lacey.	2 weeks	Information leaflet on one of the machines.	Science - Everyday materials.
	<u>Poetry</u> Oi Frog! and Oi Dog! - Kes Gray and Jim Field. All Wet - Tony Johnston. My Name Is - Pauline Clarke.	2 weeks	Humorous poem - Alternative version of My Name Is.	
Autumn 2	<u>Literacy in Context</u> Visit to Sutton Park.	2 weeks	Recount of the trip.	Geography - Geography of my school.
	<u>Poetry</u> Where the poppies now grow - Hilary Robinson.	2 weeks	Acrostic poem - Remembrance.	RE - Remembrance & All Souls Day.
	<u>Visual Literacy</u> Mother Claus - Marks & Spencer Advert.	2 weeks	Instructions for Father Christmas. .	RE – Christmas.
Spring 1	<u>Familiar Fiction</u> Here comes Mrs Postmouse - Marianne Dubuc.	2 weeks	Letter - A request from Mrs Postmouse to Mr Mole.	
	<u>Poetry</u> Sensational! Poem inspired by the five senses - Roger McGough.	2 weeks	A poem about a noisy person.	

	<u>Stories with Humour</u> There's a Lion in my Cornflakes - Michelle Robinson.	2 weeks	Humorous Narrative on the theme of There's a ___ in my ___.	
Spring 2	<u>Repetitive Narrative</u> We're Going on a Bear Hunt - Michael Rosen. We're Going on a Lion Hunt - David Axtell	2 weeks	Repetitive Narrative. We're going on a ___.	
	<u>Information</u> Night Animals - Susan Meredith.	2 weeks	Non-Chronological Report/ Factile of a chosen animal.	
	<u>Information</u> Not a Stick - Antoinette Portis.	2 weeks	Write a book using labels, lists and signs.	
Summer 1	<u>Traditional Tales</u> Cinderella.	2 weeks	Newspaper - The Lost Glass Slipper.	
	<u>Familiar Narrative</u> There's a Lion in the Garden - Lizzy Stewart.	2 weeks	Diary - Journey into the garden.	
	<u>Adventure Narrative</u> Super Daisy by Kes Gray.	2 weeks	Comic Strip - Superhero.	
Summer 2	<u>Visual Literacy</u> Embarked - Literacy Shed.	3 weeks	Comparative setting description.	
	<u>Letters</u> Dear Greenpeace - Simon James.	3 weeks	Greenpeace letters to local MP.	Geography - Wonderful Weather - Links to how the weather can affect the environment.

Year 2				
	Main Genre Text/Stimulus	Duration	Extended writing "Big Write"	Curriculum links
Autumn 1	<u>Familiar Fiction</u> Lion in the Meadow – Margaret Mahy.	2 weeks	Familiar narrative – An alternative animal in the meadow.	Geography - Surrounding environment.
	<u>Stories on a Theme</u> Fox - Margaret Wild and Ron Brooks The Tin Forest - Helen Ward and Wayne Anderson The Whales' Song - Dyan Sheldon and Gary Blythe	2 weeks	Familiar narrative – A wild pet.	
	<u>Traditional Tales</u> The Tortoise and the Hare The Frog and the Scorpion The Ant and the Grasshopper	2 weeks	Fable – Two contrasting animals.	
Autumn 2	<u>Information</u> Matilda's Cat – Emily Gravett.	2 weeks	Information leaflet - Pets.	
	<u>Poetry</u> The Owl and the Pussycat – Edward Lear.	2 weeks	Edward Lear limerick – There was...	
	<u>Visual Literacy</u> The Bear and the Hare - Literacy Shed.	2 weeks	Narrative to include dialogue to show the meeting of the two animals.	RE – Christmas.
Spring 1	<u>Fantasy Fiction</u> The Paper Bag Princess - Robert Munsch and Michael Martchenko.	2 weeks	Fantasy narrative – A new version of The Paper Bag Princess.	
	<u>Persuasion/Poetry</u> Bedtime - Eleanor Farjeon	2 weeks	Persuasive letter - Pyjama fun day.	

	<u>Poetry</u> It's Behind You! Monster Poems - Paul Cookson and David Harmer.	2 weeks	Poem – New version of What is it?	
Spring 2	<u>Diary</u> Samuel Pepys.	2 weeks	Diary entry as Samuel Pepys.	History – The Great Fire of London.
	<u>Biography</u> Who Was Samuel Pepys? - Paul Harrison.	2 weeks	Samuel Pepys biography.	
	<u>Historical Fiction</u> The Baker's Boy and the Great Fire of London – Tom Bradman.	2 weeks	Setting description.	
Summer 1	<u>Cultural Fiction</u> Lila and the Secret of Rain – David Conway.	2 weeks	Adventure narrative- ___ and the secret of the sun.	Geography – Sensational Safari.
	<u>Non-Chronological Reports</u> Selection of non-fiction books.	3 weeks	Non-Chronological report – Africa as a continent.	
	<u>Literacy in Context</u> Instructions.	1 week	Instructions to create an African mask.	DT – Making an African mask.
Summer 2	<u>Comparing and contrasting books by the same author – Anthony Browne</u> Gorilla Silly Billy The Night Shimmy	3 weeks	Adventure narrative – New version of The Tunnel.	
	<u>Stories with Humour - Reading a novel</u> George's Marvellous Medicine - Roald Dahl.	4 weeks	Newspaper – The day that Grandma shot up into the air.	

<b>Year 3</b>				
	Main Genre Text/Stimulus	Duration	Extended writing “Big Write”	Curriculum links
Autumn 1	<u>Stories with Humour</u> The Day the Crayons Quit – Drew Daywalt.	2 weeks	Letter – Writing to the crayons.	



	<u>Adventure Fiction</u> Leon and the Day Between - Angela Mcallister.	4 weeks	Adventure narrative – A doorway to somewhere else.	
Autumn 2	<u>Fantasy Fiction</u> Matilda – Roald Dahl.	4 weeks	Persuasive letter - Matilda asking her parents to live with Miss Honey.	
	<u>Visual Literacy</u> The Long Wait – John Lewis Advert.	2 weeks	Familiar narrative – Dinner table scene.	RE – Christmas.
Spring 1	<u>Stories with Humour</u> Romans on the Rampage – Jeremy Strong.	3 weeks	Newspaper article – Chariot race.	History - Romans.
	<u>Myths and Legends</u> The Romans: Gods, Emperors and Dormice – Marcia Williams.	3 weeks	Write an alternative myth.	
Spring 2	<u>Science Fiction</u> The Pebble In My Pocket – Meredith Hooper.	3 weeks	Non-Chronological Report – Volcanoes.	Geography – Extreme Earth. Science - Rocks.
	<u>Stories with Humour</u> The Day I Swapped My Dad For Two Goldfish – Neil Gaiman.	3 weeks	Diary entry – From the perspective of Dad.	
Summer 1	<u>Adventure Fiction</u> Running Wild – Michael Morpurgo	4 weeks	Persuasive letter – Palm Oil production.	Science – Animals including Humans.
	<u>Poetry</u> The Tyger – William Blake.	2 weeks	Descriptive poem – A rainforest animal.	
Summer 2	<u>Visual Literacy</u> The True Story of The Three Little Pigs – Guardian Advert.	2 weeks	Balanced argument – Who is responsible, the wolf or the pigs?	
	<u>Stories with Humour</u> The Accidental Prime Minister – Tom McLaughlin.	4 weeks	Humorous Narrative - A child with an extraordinary job.	

Year 4				
	Main Genre Text/Stimulus	Duration	Extended writing "Big Write"	Curriculum links
Autumn 1	<u>Fantasy Fiction</u> How To Train Your Dragon - Cressida Cowell.	4 weeks	Fantasy narrative – A new chapter of HTTYD including a new character.	History – Vikings.
	<u>Instructions &amp; Explanations</u> Range of non-fiction books.	2 weeks	Set of instructions – How to create a Viking shield.	History – Vikings. DT – Viking shield.
Autumn 2	<u>Newspaper Reports</u> The outbreak of war – Chamberlain's speech.	2 weeks	Newspaper article – The day that war was declared.	History – WWII RE – Remembrance & All Souls Day, Christmas.
	<u>Poetry</u> A Gunner's Day – Anon.	2 weeks	Chronological recount poem – A day in the life of a soldier.	
	<u>Visual Literacy</u> The Christmas Truce – Sainsbury's Advert.	2 weeks	Recount letter – The events of Christmas Day 1914.	
Spring 1	<u>Stories with Humour</u> Mr Stink – David Walliams.	4 weeks	Persuasive letter – Mr Stink for MP.	
	<u>Biography</u> David Walliams.	2 weeks	Biography of David Walliams.	
Spring 2	<u>Fantasy Fiction</u> The Butterfly Lion – Michael Morpurgo.	4 weeks	Balanced argument – Should animals be used in the circus?	
	<u>Poetry</u> Water Cycle Haiku - Joshua Seigal.	2 weeks	Haiku poem.	Science – States of Matter. Geography – Water.
Summer 1	<u>Mystery Fiction</u> Dead Man's Cove – Lauren St. John.	4 weeks	Mystery narrative – New Laura Marlin mystery adventure.	
	<u>Non-Chronological Reports</u> Top Gun of the Sky – Martin Bradley.	2 weeks	Non-Chronological Report – Peregrine Falcons or other urban animal.	Science - Living Things and their Habitats.

Summer 2	<u>Traditional Tales</u> The Egyptian Cinderella – Shirley Climo.	3 weeks	Traditional narrative – Write an alternative version.	Geography - Modern Egypt.
	<u>Visual Literacy</u> The Egyptian Pyramids – Tadeo Jones.	3 weeks	Adventure narrative – A journey to a new land.	

<b>Year 5</b>				
	Main Genre Text/Stimulus	Duration	Extended writing “Big Write”	Curriculum links
Autumn 1	<u>Gothic Fiction</u> Goth Girl – Chris Riddell	4 weeks	Gothic Narrative – New chapter of Goth Girl.	
	<u>Dystopian Fiction</u> Frankenstein – Mary Shelley	2 weeks	Balanced argument – Should the monster be caged?	
Autumn 2	<u>Biography</u> Tim Peake Neil Armstrong	2 weeks	Tim Peake or Neil Armstrong biography.	Science - Earth and Space.
	<u>Visual Literacy</u> Guardian images linked to climate change and sustainability.	2 weeks	Persuasive letter – protecting the world.	RE - Laudato Si.
	<u>Poetry</u> Christmas Haiku - Pie Corbett.	2 weeks	Poem based on Christmas.	RE - Christmas.
Spring 1	<u>Visual Literacy</u> Tuesday – David Weisner.	2 weeks	Newspaper article – Flying pigs.	
	<u>Stories with Humour</u> Who let the Gods out? – Maz Evans.	4 weeks	Adventure narrative - a new adventure/quest for the gang of Gods.	Geography - Athens and Central Greece.

Spring 2	<u>Fantasy Fiction</u> The Lion, the Witch and the Wardrobe – C S Lewis.	4 weeks	Diary entry – Walking through the wardrobe.	
	<u>Literacy in Context</u> Alton Castle.	3 weeks	Balanced argument – Should residential trips be part of the curriculum?	
Summer 1	<u>Explanation Text</u> Until I met Dudley - Roger McGough Wallace and Gromit - The Snoozatron	3 weeks	Explanation text - design a new machine to help in everyday life.	DT - Creating the machine.
	<u>Mystery Fiction</u> Emil and the Detectives - Erich Kastner	3 weeks	Mystery Narrative - A new mystery for Emil to solve.	
Summer 2	<u>Poetry</u> Jabberwocky – Lewis Carroll	3 weeks	Non-Chronological Report – Creation of a new animal.	
	<u>Adventure Fiction</u> The Amazing Story of Adolphus Tips - Michael Morpurgo.	3 weeks	Inner monologue of the cat's experience.	Preparation for looking at WWII in Year 6.

<b>Year 6</b>				
	Main Genre Text/Stimulus	Duration	Extended writing “Big Write”	Curriculum links
Autumn 1	<u>Visual Literacy</u> Gandhi.	4 weeks	Biography – Mahatma Gandhi.	
	<u>Poetry</u> Black Lives Matter	2 weeks	Thematic poem – Racial equality.	
Autumn 2	<u>Historical Fiction</u> Warhorse – Michael Morpurgo.	6 weeks	Historical/Descriptive narrative – Tell an untold story from the book.	
Spring 1	<u>Genre</u> Holes – Louis Sahar	6 weeks	Newspaper article - Kiss Me Kate.	
Spring 2	<u>Dilemma Narrative</u> There's a Boy in the Girls' Bathroom – Louis Sachar	6 weeks	Play script - An altercation between the children.	

Summer 1	SATs & Residential trip.			
	<u>Fantasy Fiction</u> Coles' Kingdom	3 weeks	Fantasy narrative – A new quest.	
Summer 2	<u>Genre</u> Boy in the Tower – Polly Ho-Yen	6 weeks	Balanced argument – Are the plants good for society?	