



Writing - Yearly Whole School Overview

Purpose for Writing Entertain Inform Explain Persuade	Text	Grammatical focus
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Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Entertain People are amazing</p> <p>Author focus texts <i>Donaldson</i> <i>Milne</i> <i>Carle</i></p> <p>Mark making</p> <p>Name writing</p> <p>Single letters, initial letters matching to words</p>	<p>Entertain People are amazing</p> <p><i>Same but different too</i> <i>The colour monster</i> <i>Julian the mermaid</i></p> <p>Single letters, initial letters matching to words</p> <p>Starting to write CVC words</p> <p>Writing for a purpose - putting meaning to marks, card writing</p>	<p>Entertain Wonderful world</p> <p><i>The tiger who came to tea</i> <i>The enormous turnip</i></p> <p>Writing for a purpose - list writing, card writing, labelling pictures</p> <p>Learning about finger spaces and full stops</p>	<p>Entertain Wonderful world - environmental</p> <p><i>The Whale who wanted more.</i> <i>Clean it up</i> Writing simple sentences to describe images.</p> <p>Using capital letters</p>	<p>Entertain Magical Beasts</p> <p><i>The Wonder Beegu</i> <i>Farmer duck</i></p> <p>Writing simple sentences independently</p> <p>Attempting to use finger spaces, full stops and capital letters</p>	<p>Entertain Magical Beasts</p> <p><i>Superworm</i> <i>Gruffalo</i></p> <p>Writing sentences independently.</p> <p>Writing for different purposes - lists, simple instructions</p>



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<p>Year 1</p>	<p>Inform: facts about themselves.</p> <p>Inform: sentences about their families.</p> <p>Inform: invitations to a picnic.</p> <p>Persuade: persuading Juniper to let them be her side kick.</p> <p>Capital letters</p> <p>Capital I for pronoun</p> <p>Full stops</p> <p>Finger spaces</p> <p><i>Super Duper You</i> <i>-by Sophie Henn</i></p>	<p>Inform: Labels and captions for different types of animals (science)</p> <p>Inform: A non-chronological report about a animal(s) that they have learnt about. (Science)</p> <p>Inform: Design and describe their own weird creature</p> <p>to use suffix -est</p> <p>to use suffix -ing</p> <p>Use 'and' to extend sentences.</p> <p>to use the suffix -es and -s</p> <p>To use a question mark</p> <p>Entertain: To write a simple narrative</p> <p>write simple stories about</p>	<p>Entertain: Writing about the weather each day.</p> <p><i>To spell days of the week</i></p> <p>to use suffix -ed</p> <p>Inform: Describe the weather in each season</p> <p>Inform: Weather report</p> <p>Entertain: poem about what you find in Winter</p> <p>Adjectives</p> <p>To use the prefix -un</p> <p>to use the suffix -er</p> <p><i>Where the wind blew - Pat Hutchins</i></p>	<p>Entertain: Writing a story about our toys coming to life.</p> <p><i>Toy story</i></p> <p>write simple stories about myself and others (real or fictional)</p> <p>Noun phrases</p> <p>Use 'and' to extend sentences.</p> <p>Past tense</p> <p>Entertain: Write Aunt Lucy a post card describing our latest adventure.</p> <p>Sentence/time openers (first, then next)</p> <p>Inform: Writing instructions to make a marmalade sandwich</p>	<p>Entertain: Sentences to describe the setting</p> <p>Noun phrases</p> <p>suffix -est</p> <p>Use of 'and'</p> <p><i>Jack and the Beanstalk</i></p> <p>Entertain: Wanted poster for the troll Description of what he looks like - wiry hair, rotten teeth.</p> <p>Noun phrases</p> <p>Use of 'and'</p> <p>Entertain: Hot seating the characters from the story. What would you like to ask them?</p> <p>Question marks.</p> <p><i>The Three Billy Goats Gruff</i></p>	<p>Entertain: Write their own narrative</p> <p>Inform: Write 'the book' (leaflet) Christopher borrows from the library –</p> <p>'Everything you to know about dandelions'</p> <p>Explain: Book review. Which Christopher Nibble's book did you prefer and why?</p> <p>Explain: How does a caterpillar change in to a butterfly?</p> <p><i>Christopher Nibbles</i></p> <p>Explain: Letter to Reception children to explain why we must recycle our plastic and not litter.</p>
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		<p><i>myself and others (real or fictional)</i> <i>To use an exclamation mark</i></p>		<p><i>write simple stories about myself and others (real or fictional)</i></p> <p><i>Paddington Bear</i></p> <p>Entertain: To write a class poem using rhyme and simple patterns.</p> <p><i>Paper dolls - Julia Donaldson</i></p> <p>Rhyming words</p> <p>Easter writing: Instructions for the Easter bunny to find its egg.</p>	<p>Entertain: Speech bubbles what are the characters saying.</p> <p>Exclamation marks</p> <p>Suffix es - discreet.</p> <p>Entertain: Story writing - imagine you are in the story. Walking through the woods - who would you meet?</p> <p>Write simple stories about myself (fictional)</p> <p>past tense suffix -ed / was</p> <p><i>Goldilocks and the Three bears.</i></p>	<p>Inform: Newspaper report about how plastic is affecting the planet.</p> <p>Persuade: Write a persuasive letter/poster to... to make an environmental change</p> <p><i>Somebody Swallowed Stanley</i></p> <p>Explain: Write about an ordinary object that could be turned in to and extraordinary object – what will it do?</p> <p><i>The extraordinary gardener</i></p>
Year 2	<p>Explain: discover a time capsule (school/history related). Write a letter to children of the future explaining what</p>	<p>INFORM: write a postcard to the Sunny and his meerkat family about an adventure.</p>	<p>INFORM: write a missing poster for Miranda.</p> <p>Statements</p> <p>Conjunctions</p> <p>Present tense</p>	<p>Explain: Landing on a made up planet/world - brochure of how to look after it and what to expect</p>	<p>ENTERTAIN: Seaside poetry (sensory theme)</p> <p>First person</p> <p>Expanded noun phrases</p>	<p>Explain: Dare To Care (faction) Dragon - how to look after it.</p> <p>Imperatives</p> <p>Possessive</p> <p>apostrophe</p>



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	<p>school life was like in 2024. Past tense Conjunctions</p> <p>ENTERTAIN: Poetry related to The Oak Tree (relate to our school tree, the passing of time). Expanded noun phrases <i>Text: The Oak Tree</i></p> <p>INFORM: (instruct): write instructions about how to work a cloud machine.</p> <p>Imperatives</p> <p>Conjunctions <i>Text: The Wonder</i></p>	<p>Expanded noun phrases First person <i>Text: Meerkat Mail</i></p> <p>EXPLAIN: narrate/commentate an African wildlife documentary (BBC video). Adverbs Conjunctions <i>Stimulus: BBC video/Sir David</i></p> <p>PERSUADE: write a persuasive letter to Santa about why Bradley does not deserve any presents.</p> <p>-est suffix</p> <p>Exclamations <i>Text: The Santa Trap</i></p>	<p><i>Text: Miranda The Explorer</i></p> <p>ENTERTAIN: narrative - innovate the story of Miranda the Explorer. Expanded noun phrases Adverbs (ly suffix) <i>Text: Miranda The Explorer</i></p> <p>INFORM: Non-fiction writing - Amelia Earhart biography.</p> <p>Past tense</p> <p>Possessive apostrophe <i>Text: Amelia Earhart - Big Ideas</i></p>	<p>when visiting (faction).</p> <p>Exclamations</p> <p>Commas in lists <i>Texts: various space texts to inspire creativity</i></p> <p>ENTERTAIN: simile poetry about an alien. Similes Adjective choices <i>Text: Aliens Love Underpants</i></p> <p>ENTERTAIN: retell the narrative of How To Catch A Star (from boy's perspective, first person). First person Adverbs <i>Text: How To Catch A Star</i></p>	<p><i>Text: tbc</i></p> <p>PERSUADE: why we must look after local beaches (geography link). Conjunctions Imperatives Commas in lists <i>Text: tbc</i></p>	<p><i>Text: Dare To Care: Pet Dragon</i></p> <p>INFORM: how to become a knight. Statements Conjunctions <i>Texts: various non-fiction</i></p> <p>ENTERTAIN: narrative - innovate the story of Sir Charlie Stinky Socks Expanded noun phrases Adverbs (ly suffix) <i>Text: Sir Charlie Stinky Socks</i></p>
Year 3	<p>Entertain Fire Poetry</p> <p>Vocabulary and language</p>	<p>Entertain Haikus on imagined Stone Age animal / <i>Text: The Animal</i></p>	<p>Explain Instructions to make a Pizzetta</p> <p>Subordinating</p>	<p>Entertain Escape narrative/ <i>Text: Escape from Pompeii</i></p>	<p>Entertain Poetry – Egyptian beast poetry/ riddles</p>	<p>Inform The functions of a fictional plant, the life cycle of a plant and the</p>



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	<p>(metaphor and onomatopoeia)</p> <p>Inform Instructions on How to Build a Fire / Text: <i>How to wash a woolly mammoth</i></p> <p>Adverbial phrases</p> <p>Entertain Stone Age Narrative / Text: <i>Stone age Boy</i></p> <p>Expanded Noun phrases</p>	<p><i>Awards</i></p> <p>Vocabulary and language (metaphor and simile)</p> <p>Inform Faction: Imagined Stone Age animal / Text: Who are you calling Weird?</p> <p>Co-ordinating conjunctions</p> <p>Paragraphs</p> <p>Persuade Letter to the Grinch / Text: The Grinch</p> <p>Emotive Language</p>	<p>Conjunctions</p> <p>Persuade Speech as Boudicca to persuade the Iceni Tribe</p> <p>Subordinating Conjunctions</p>	<p>Inverted commas Paragraphs</p> <p>Inform The Earth's formation - infographic</p> <p>Paragraphs Headings and Subheadings</p>	<p>Vocabulary and language</p> <p>Entertain Narrative – Quest <i>Marcy and the Riddle of the Sphinx & The Journey</i></p> <p>Present perfect</p> <p>Inform Write a voiceover to inform visitors of an Egyptian exhibition</p> <p>Paragraphs</p>	<p>requirements for growth.</p> <p><i>Botanicum</i></p> <p>Co-ordinating conjunctions</p> <p>Persuade Shackleton's advert to join his crew.</p> <p>Expanded Noun phrases</p> <p><i>Shackleton's Journey - William Gill</i></p>
Year 4	<p>Entertain: Poetry – linked to what I didn't do in the summer</p> <p>Vocabulary (simile and alliteration)</p> <p>Entertain: Narrative based</p>	<p>Entertain: Poetry rivers -</p> <p>Vocabulary (specific chosen adjectives and verbs Figurative language)</p>	<p>Entertain: Sounds of the Rainforest poetry – explore sounds to describe rainforest</p> <p>Vocabulary (metaphor) Adverbials of time and place Expanded noun phrases</p>	<p>Entertain: poetry about a rainforest animal (to use in Mayan narrative)</p> <p>Vocabulary (adjectives)</p> <p>Entertain: Narrative based in the rainforest inspired by Mayan</p>	<p>Entertain: poetry Soundscape poem based on the sounds of machinery.</p> <p>Vocabulary (onomatopoeia, similes, personification) Verbs for movement</p>	<p>Entertain: narrative based on Anglo Saxon Boy</p> <p>Fronted adverbials Verbs Vocabulary (similes, metaphor)</p>



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	<p>on Escape from Pompeii</p> <p>Paragraphs Co-ordinating conjunctions Expanded noun phrases (setting and character)</p> <p>Persuade: Boudicca speech</p> <p>Paragraphs Rhetorical questions Modal verbs</p> <p><i>Escape from Pompei – Christina Balit</i> <i>Empires end a Roman story – Rashid</i> <i>Roman Diary</i> <i>Escape from Pompei</i></p>	<p>Entertain: Narrative based on River Story</p> <p>Expanded noun phrases (setting and character) Adverbials of place Verbs of movement Pronouns Past tense</p> <p>Inform: Information text about the water cycle (The Drop in My Drink)</p> <p>Paragraphs</p> <p><i>The Drop in My Drink: The Story of Water on our Planet – Meredith Hooper</i> <i>Journey to the River Sea by Eva Ibbotson</i></p>	<p>Entertain: Rainforest narrative</p> <p>Subordinating conjunctions Dialogue Adverbials of time, manner and place</p> <p>Persuade: letter to persuade others to protect the rainforest (deforestation – inspired by Kapok Tree text)</p> <p>Subordinating conjunctions Rhetorical questions</p> <p><i>The Shaman's Apprentice – Lynne Cherry</i> <i>The Kapok Tree – Lynne Cherry</i> <i>The Explorer – Katherine Rundell</i> <i>Where the forest meets the sea – Jeannie Baker</i></p>	<p>mythology (How the X got its X stories) <i>Just so Stories</i></p> <p>Adverbials (fronted) Subordinating conjunctions Noun phrases Pronouns Past tense</p> <p>Inform – based on Mayans/ chocolate</p> <p>Paragraphs Vocabulary (Subject specific)</p> <p><i>The Chocolate Tree</i> <i>Charlie and the Chocolate Factory</i></p>	<p>Entertain: Hogarth eyewitness account of the arrival of the Iron Man</p> <p>Expanded noun phrases (setting and character) Subordinating conjunctions</p> <p>Persuasive: speech by Hogarth - subordination</p> <p>Paragraphs Wider range of conjunctions</p> <p><i>The Iron Man</i> <i>Clockwork</i> <i>Cogheart</i> <i>The Wild Robot</i></p>	<p>Inform: non-fiction writing about the Anglo-Saxons</p> <p>Fronted adverbials Paragraphs Subject specific vocabulary</p>
Year 5	<p>Inform: write about a created tenth realm.</p>	<p>Inform: write a letter to Eddie, about going</p>	<p>Entertain: write a narrative about an</p>	<p>Entertain: Write a narrative where one character</p>	<p>Entertain: Poetry. Kennings about Henry VIII</p>	<p>Explain: the process of making cheese or</p>



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	<p>Prepositional phrase Subordinate clauses.</p> <p>Entertain: To retell part of Odd and the Frost Giants from the viewpoint of one of the animals/gods</p> <p>Imagery/ Figurative language Dialogue</p>	<p>sailing around the world (in role as Michael from Kensukes Kingdom).</p> <p>Build cohesion (time) across a text</p> <p>Conjunction choices</p> <p>Entertain: Write a narrative about falling into the water in a storm and being washed up on a desert island.</p> <p>Imagery / figurative language Subordinating conjunctions and clauses</p> <p>Explain: Explain how to write instructions for building a fire for a local Scouts group.</p> <p>Parenthesis Cohesion across a text</p>	<p>astronaut going into space.</p> <p>Imagery / figurative language Expanded noun phrases Verb choices</p> <p>Inform: write a biography for Helen Sharman.</p> <p>Relative clauses Cohesion across a text</p> <p>Entertain: write a space poem for a class book.</p> <p>Imagery / figurative language</p>	<p>meets another charter to show character traits (inspired by Across the Desert).</p> <p>Punctuation of speech Dialogue to convey meaning</p> <p>Entertain: Write a narrative where a character crashes in a desert (to show atmosphere and setting in the desert - inspired by Across the Desert).</p> <p>Imagery / figurative language Fronted adverbials</p>	<p>Review word classes</p> <p>Entertain: Write a narrative to create tension (Narrative: child running through streets, building tension and atmosphere before an execution - eyewitness).</p> <p>Fronted adverbials Subordinating conjunctions</p> <p>Inform: write a non-fiction text to inform about different aspects of the Mary Rose.</p> <p>Relative clauses Modal verbs</p>	<p>chocolate (immersion: cheese / chocolate tasting)</p> <p>Relative clauses Parenthesis</p> <p>Persuade: Write a persuasive piece about traveling to the Alps for an online travel company. (Inspired by Majestic Mountains by Mia Cassany)</p> <p>Subordinate clauses Relative clauses Cohesion Modal verbs</p> <p>Entertain: Write a narrative inspired by a famous mountaineering expedition (atmosphere of danger/challenge and overcoming it)</p> <p>Imagery / figurative language Parenthesis / clauses Dialogue</p>
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<p>Year 6</p>	<p>Entertain: Poetry to build atmosphere (based on <i>The Island</i>)</p> <p>Entertain: The Island (Armin Greder) - narrative about a washed-up islander (focus on atmosphere and setting)</p> <p><i>The Island (Armin Greder)</i></p> <p>Subordinating conjunctions</p> <p>Adverbials</p> <p>To inform: Imagined Islands piece</p> <p><i>An Atlas of Imagined Islands</i></p> <p>Pronouns to avoid repetition</p> <p>Adverbials</p> <p>Apostrophes for possession</p>	<p>Entertain: The Promise (showing a character's perspective)</p> <p>Persuade: Workhouse/textile mill letter</p> <p><i>Oliver Twist</i></p> <p>Modal verbs</p> <p>Entertain: Oliver Twist narrative</p> <p><i>Oliver Twist</i></p> <p>Dialogue to advance the action - incl inverted commas</p>	<p>Entertain: Poetry inspired by the Blitz/dog fight</p> <p>Entertain: Narrative based on Blitz/Battle of Britain</p> <p>Parenthesis Adverbials</p> <p>Inform & persuade: Formal Government letter based on evacuation scheme</p> <p>Semi-colons and dashes</p> <p>Entertain: Letter writing from the perspective of an evacuee</p> <p><i>Letters from the Lighthouse</i></p> <p><i>Our Castle by the sea</i></p> <p><i>Goodnight Mr Tom</i></p> <p><i>When the Sky Falls</i></p>	<p>Inform and persuade: Script for propaganda video to support the Home Front effort</p> <p>Subordinating conjunctions</p> <p>Entertain: rescue of Dunkirk (both soldier and rescuer perspective)</p> <p>Adverbials</p> <p><i>Our Castle by the Sea</i></p> <p><i>Bali Rai - Now or Never: A Dunkirk Story</i></p> <p>Inform: information text based on energy.</p> <p>Structure non-fiction texts</p>	<p>Inform: information text explaining the composition of blood</p> <p>Structure non-fiction texts - incl bullet points in list</p> <p>Inform: information text based on the circulatory system and the role it plays in the human body</p> <p><i>Information texts examples</i></p> <p>Structure non-fiction texts</p>	<p>Linked to Y6 production</p>
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