

Writing Whole School Curriculum Map

EYFS (Reception)						
	Term 1		Term 2		Term 3	
Supported by Cornerstones Curriculum Maestro Reception story packs	Where the Wild Things are - Maurice Sendak What to Do with a Box - Jane Yolen	Mrs Armitage on Wheels by Quentin Blake Stick Man by Julia Donaldson	The Growing Story by Ruth Krauss There is No Big Bad Wolf in this Story by Lou Carter	The Lion Inside by Rachel Bright TAD by Benji Davies	The Extraordinary Gardener by Sam Boughton Omar the Bees and Me by Helen Mortimar	The See Saw by Tom Percival What Makes Me a Me by Ben Faulkes

Writing Whole School Curriculum Map

Year 1 and Year 2						
	Term 1		Term 2		Term 3	
Supported by The Literacy Tree	<p>Goldilocks & the Three Bears by Lauren Child, You & Me by Anthony Browne and Goldilocks & Just the One Bear Sequel stories; 'Wanted' posters, letters; retellings from another point of view; lists of rules; character descriptions</p> <p>Wolves - Emily Gravett Non-chronological leaflets; captions; information writing; character descriptions and comparisons</p>	<p>The Journey Home by Frann Preston-Gannon Persuasive letters; posters; lists; postcards; wanted posters; information reports; short stories</p> <p>The Comet by Joe Todd-Stanton Posters, letters of advice, poems, writing in role, recipes; own version narrative</p>	<p>The Bear and the Piano by David Litchfield Own version narratives about bravery; letters of advice; short news reports; writing in role; retellings; information posters</p> <p>If All the World Were ... by Joseph Coelho Non-narrative poems; writing in role; diaries; letters of advice; short explanations</p>	<p>Last Stop on Market Street by Matt de la Pena Metaphor poetry, simple character descriptions, interview questions, senses poetry, advert, advice slips, letter; own version narrative</p> <p>Dear Earth by Isabel Otter and Clara Anganuzzi Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letter; informative leaflet</p>	<p>The Minpins by Roald Dahl Own version adventure narratives; 'Danger' posters; setting descriptions; character descriptions; information reports; postcards</p> <p>The Dragon Machine by Helen Ward Own version dragon stories; dragon guides & encyclopaedia; letters of advice; dragon machine explanations; shopping lists; descriptions; letters</p>	<p>Ocean Meets Sky by Eric Fan and Terry Fan Own version fantasy world narratives; setting & character descriptions; labels; diaries; postcards; captain's logs; instructions; dialogue</p> <p>House Held Up By Trees by Ted Kooser News reports; descriptive non-fiction; life-cycles; instructions for seed packets</p>

Writing Whole School Curriculum Map

Year 3						
	Term 1		Term 2		Term 3	
Supported by The Literacy Tree	<p>Leon and The Place Between by Angela McAllister Own version fantasy narratives; persuasive posters; setting descriptions; thought bubbles/diaries; dialogue</p> <p>The Heart and the Bottle by Oliver Jeffers Own version 'dilemma' narratives; character descriptions; narrative retellings</p>	<p>The BFG by Roald Dahl Own version fantasy narratives; recount (diary entry); character descriptions; wanted posters; new chapters; instructions</p> <p>Cinderella of the Nile by Beverley Naidoo Short news report, diary entry, character description, advert, own version traditional tale</p>	<p>Escape from Pompeii by Christina Balit Newspaper reports; setting descriptions; diaries; letters; thought bubbles</p> <p>The Barnabus Project by the Fan Brothers Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue, brochure</p>	<p>Black Dog by Levi Pinfold Own version 'suspense' narratives; postcards; dialogue; retellings; descriptions</p> <p>Nen and the lonely fisherman by Ian Eagleton Own version of the narrative with a twist on the traditional tale; lonely hearts advert character description; thought bubbles; diary entries; message in a bottle; setting description</p>	<p>The Wilderness by Steve McCarthy Character introductions, letter of advice, descriptive poem, SOS message, identification label, a guide to enjoying the wilderness</p> <p>Flotsam by David Wiesner Sequels (mystery narratives); setting descriptions; narrative retellings; non-chronological reports; letters (informal)</p>	<p>Jim: A Cautionary Tale by Hilaire Belloc Narrative poems; warning posters; alternative endings; performance poetry; letter of apology</p> <p>The Day I Swapped my Dad for Two Goldfish by Neil Gaiman Own version narratives; thought bubbles; missing scenes; diaries</p>

Writing Whole School Curriculum Map

Year 4						
	Term 1		Term 2		Term 3	
Supported by The Literacy Tree	<p>Varmints by Helen Ward Explanations; descriptive comparisons; retellings; setting descriptions; poetry</p> <p>The Mermaid of Zennor by Charles Causley Own version legends; information booklets; retelling from a different perspective; letters; tourist guides updates; dialogue</p>	<p>The Iron Man by Ted Hughes Mystery narratives; character descriptions; short news reports; letters of advice; menus (using descriptive devices); poetry</p> <p>Until I Met Dudley by Roger McGough and Chris Riddell Two explanation texts - formal and informal; letters, short explanatory paragraphs</p>	<p>Winter's Child by Angela McAllister Fantasy story sequels; postcards (recount); dialogue; setting descriptions as letters; retellings</p> <p>Cinnamon by Neil Gaiman Own version mythical tales; diaries; informal letters; dialogue; adverts; limericks and other poetic forms</p>	<p>Odd and the Frost Giants by Neil Gaiman Retellings - alternative perspective; narrative recounts; character and setting descriptions; letters; short explanations</p> <p>The Matchbox Diary by Paul Fleischman Biography; dialogue, diary entry; re-telling (oral dictation); mini-autobiography; fact file</p>	<p>Weslandia by Paul Fleischman Imagined land narratives; character description; informative posters; persuasive leaflets; log book</p> <p>The Story of Tutankhamun by Patricia Cleveland-Peck Non-chronological reports; retelling; character description; book review</p>	<p>The Lion the Witch and the Wardrobe by C. S. Lewis Own version narratives (set in other worlds); poems; eyewitness reports; an imaginary conversation; writing in role</p> <p>Jabberwocky by Lewis Carroll Nonsense poems; performance poetry; explanatory descriptions</p>

Writing Whole School Curriculum Map

Year 5						
Term 1		Term 2			Term 3	
Supported by The Literacy Tree	<p>The Man Who Walked Between the Towers by Mordecai Gerstein Biographies/autobiographies; Information writing (Wikipedia pages); letters of advice (formal); interviews; news report; persuasive speeches</p> <p>Hidden Figures by Margot Lee Shetterly Memoirs; reports; formal and informal letters; diaries; character descriptions; journalistic writing</p>	<p>The Odyssey by Gillian Cross Epic stories; speeches (proclamation, persuasive, soliloquy); dialogue; missing scenes; postcards; adverts</p> <p>Percy Jackson and the Lightning Thief by Rick Riordan Mythical narratives; odes; soliloquies; setting descriptions; additional chapters; reports</p>	<p>The Lost Thing by Shaun Tan Own version fantasy narratives; diaries; formal letters; adverts; character and setting descriptions; non-chronological reports</p> <p>The Island by Armin Greder Sequel from a different perspective; welcome guide; description; letter of advice; analysis comparison; diary entry in role; imagined conversation</p>	<p>The Sleeper and the Spindle by Neil Gaiman and Chris Riddell Fairytale reworkings; warning posters; diaries; dialogue; estate agent's descriptions; character descriptions; missing narratives</p> <p>The Lost Happy Endings by Carol Ann Duffy Alternative perspective prequels; newspaper reports; extended responses to a text</p>	<p>Kaspar, Prince of Cats by Michael Morpurgo Newspaper articles; character descriptions; reports; letters; advertising leaflets; balanced reports</p> <p>Anne Frank by Josephine Poole Newspaper articles; letters; short descriptions; extended diary entries; obituaries; opinion pieces</p>	<p>Rumaysa by Radiya Hafiza Warning poster, diary entry, dialogue, villain's lair advert, character description, missing narrative Fairy tale reworking (prequel)</p> <p>Firebird by Saviour Pirotta Fairytale narratives; formal letters; retellings; character descriptions</p>

Writing Whole School Curriculum Map

Year 6						
	Term 1		Term 2		Term 3	
Supported by The Literacy Tree	<p>Rain Player by David Wisniewski Analytical essays about the Maya; instructions; posters; missing scenes; diaries; newspapers; debates</p> <p>Windrush Child by Benjamin Zephaniah Persuasive pitch to the local council; thought bubble; informal letter; poem; diary entry; advice; informal letter</p>	<p>The Promise by Nicola Davies Sequels to continue the cyclical story; experimentation with figurative language; reports</p> <p>The Hidden Forest by Jeannie Baker Balanced discussions; research notes; non-chronological reports in the form of a letter to a character</p>	<p>The Arrival by Shaun Tan Letters, character descriptions, diaries, poster, short playscripts, short report; narrative retelling</p> <p>Paradise Sands by Levi Pinfold Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review; narrative prequel</p>	<p>Can we save the tiger? by Martin Jenkins Persuasive poster, persuasive speech, information index card, poetry; discussion text</p> <p>Suffragette: The Battle for Equality by David Roberts Persuasive campaigns; formal letters; diaries; balanced arguments; speeches; short news reports</p>	<p>The Templeton Twins: Have an Idea by Ellis Weiner Own version adventure narratives; character analysis; opposing diary entries; informal letters; own chapters</p> <p>Grimm Tales for Young and Old by Phillip Pullman Own version traditional tales; viewpoint retellings; character studies; monologues; character comparisons</p>	<p>The Unforgotten Coat by Frank Cottrell Boyce Own version narratives; diaries; explanations (science experiment); dialogue; non-chronological reports</p> <p>A Beautiful Lie by Irfan Master New chapters; journalistic writing; recounts; discussion texts</p>
<p>Teachers use their professional judgement to teach units of writing at different times of the year based on the needs and interests of their current cohort. Classes may spend longer periods of time on developing particular writing skills or on editing and improving writing, in which case a book-based unit may not be taught or may be shortened to facilitate this additional focus on securing progress.</p>						