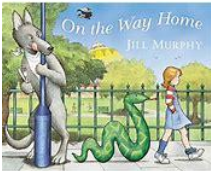
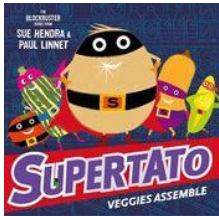


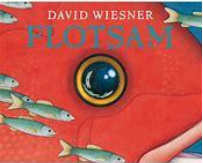


# Curriculum Overview: Blackboys CEP English writing cycle B

## Curriculum Overview: Writing

- All writing will be developed following on from real life experiences and well-known texts where possible. Other stimuli may be used to enhance the authenticity of the experiences as appropriate e.g music, videos.
- Each learning sequence will include activities which support vocabulary development and understanding.
- As part of the writing process, spelling, punctuation and grammar will be taught as integral parts which will be linked to the extended writing task.
- All lesson sequences will include teachers modelling the writing process and allow an element of collaborative writing in the form of a shared write.
- Teachers will use their modelling to explicitly explain writing choices linked to the purpose and audience of writing
- Children will be encouraged to develop their own voice as writers by using all experiences from previous sessions.

EYFS/Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text						
Supplementary texts	<p>Non-fiction texts about hospitals, doctors, nurses, firefighters, police</p> <p>Busy People Vets – Usbourne Books</p> <p>Selection of Autumn poems</p>	<p>Elliott Midnight Superhero by Anne Cottringer</p> <p>Superhero ABC by Bob McLeod</p> <p>Selection of winter themed poems</p>	<p>Non-fiction texts about penguins and polar bears</p>	<p>The Gigantic Turnip by Aleksei Tolstoy</p> <p>Eddie’s Garden by Sarah Garland</p> <p>A Seedy Story Poem</p>	<p>The Fish that could Wish by John Bush</p> <p>Non-fiction books about sharks</p>	<p>Imagine You’re a Pirate by Meg Clibbon</p> <p>Non-fiction books about crabs, starfish and sea anemones</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

Writing outcomes & purpose	<p>Write their name. (YR)</p> <p>Year 1 Lists – for hospitals, doctors and nurses and vets. <b>Writing to inform</b></p> <p>Narrative – story writing linked to On the Way Home. <b>Writing to entertain</b></p> <p>Poetry – Autumn poem using the senses. <b>Writing to entertain</b></p>	<p>Attempt to write simple labels. (YR)</p> <p>Year 1 Recount – what they do by day and by night, linked to Elliott’s Midnight Superhero. <b>Writing to inform</b></p> <p>Narrative – descriptive poster about Evil Pea linked to Supertato. <b>Writing to entertain</b></p> <p>Poetry – write a snowflake poem. <b>Writing to entertain</b></p> <p>Narrative – character description of superheroes. <b>Writing to entertain</b></p>	<p>Write simple lists. (YR)</p> <p>Year 1 Narrative – story writing linked to Lost and Found. <b>Writing to entertain</b></p> <p>Instructions – How to look after a penguin egg. <b>Writing to inform</b></p> <p>Recount – A day in the life of a polar bear. <b>Writing to inform</b></p>	<p>Write short captions. (YR)</p> <p>Write lists, cards and messages. (YR)</p> <p>Year 1 Narrative – retell the story of Jack and the Beanstalk. <b>Writing to entertain</b></p> <p>Letter – write to a friend about how you feel about Eddie’s Garden. <b>Writing to inform</b></p> <p>Poetry – A seedy story linked to science. <b>Writing to entertain</b></p>	<p>Write captions.(YR)</p> <p>Formulate and write simple sentences. (YR)</p> <p>Year 1 Recount – How to look after a shark in an aquarium. <b>Writing to inform</b></p> <p>Narrative – character description of Rainbow Fish. <b>Writing to entertain</b></p> <p>Narrative – write a story linked to The Fish that Could Wish. <b>Writing to entertain</b></p>	<p>Write a sentence with finger spaces that can be read by others. (YR)</p> <p>Year 1 Narrative – description writing linked to Flotsam. <b>Writing to entertain</b></p> <p>Narrative – character description linked to Sharing a Shell. <b>Writing to entertain</b></p> <p>Instructions – How to catch a crab. <b>Writing to inform</b></p> <p>Letter – write to the Captain to say why they would like to be a pirate. <b>Writing to inform.</b></p>
Punctuation	<p>Use finger spaces between words. (Y1)</p> <p>Begin to punctuate sentences using a capital letter and full stop. (Y1)</p>	<p>Use question marks to demarcate questions. (Y1)</p>	<p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p>	<p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun “I”. (Y1)</p> <p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p>	<p>To begin to recognise a capital letter and full stop in writing. (YR)</p> <p>To begin to use a capital letter and full stop when writing sentences. (YR)</p> <p>Begin to use exclamation marks to demarcate sentences. (Y1)</p> <p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p>	<p>To use a capital letter and full stop when writing a sentence. (YR)</p> <p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

Grammar	Know how words combine to form sentences. (Y1)	Know how words combine to form sentences. (Y1)	To introduce joining clauses using and. (Y1)	To introduce joining clauses using and. (Y1)	Join words and joining clauses using and.(Y1)	Join words and joining clauses using and.(Y1)
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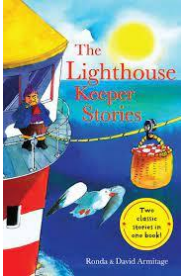
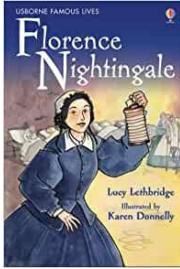
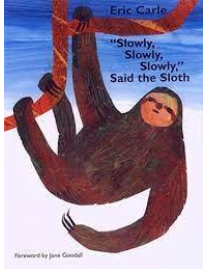
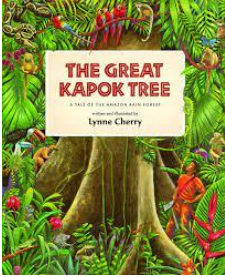
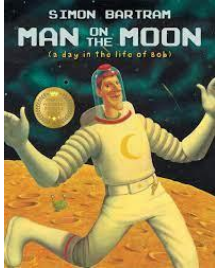
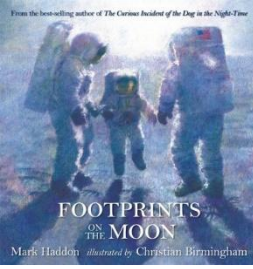
# Curriculum Overview: Blackboys CEP English writing cycle B

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Transcription</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Drawing alongside early mark making. (YR)</p> <p>Write the letter shapes linked to phonics lessons. (YR)</p> <p>Writing random letters.(YR)</p> <p>Name the letters of the alphabet. (Y1)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly (Y1)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Begin to hear initial sounds in words and attempt to write these. (YR)</p> <p>Hear and write the final sounds.(YR)</p> <p>Form capital letters (Y1)</p> <p>Form digits 0-9 (Y1)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Hear all the significant letter sounds in words and attempt to write these down. (YR)</p> <p>Write high frequency words with sound mats. (YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Spell out and write down vc cvc words by matching letters and sounds.(YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Spell out words with consonant clusters, vowel digraphs and trigraphs. (YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Write more challenging words with a sound knowledge of Phase 2 &amp; 3 phonics.(YR)</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p>
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# Curriculum Overview: Blackboys CEP English writing cycle B

Composition	<p>Beginning to assign meaning to the marks they make. (YR)</p> <p>Attempt to write name.(YR)</p> <p>Write name from memory.(YR)</p>	<p>Talking about writing and giving meaning to the marks they have made.(YR)</p> <p>Write letter strings and attempt to read their writing.(YR)</p> <p>Write short strings of letters to represent words.(YR)</p>	<p>Attempt to write cvc words.(YR)</p> <p>Write letters with spaces between them to resemble the idea of words.(YR)</p> <p>Copy words that are in the environment but don't always know what they say.(YR)</p>	<p>Write high frequency words from memory.(YR)</p> <p>Say a simple sentence for writing.(YR)</p> <p>Orally compose a caption and hold it in memory before starting to write.(YR)</p> <p>Write a series of beginning letters and sounds for my phrase but there may be no spaces between the words.(YR)</p> <p>Begin to show some awareness of finger spaces.(YR)</p>	<p>Begin to use finger spaces when writing a simple sentence.(YR)</p> <p>Orally compose a sentence and hold it in memory before starting to write.(YR)</p> <p>Begin to use a capital letter and full stop when writing a sentence.(YR)</p>	<p>Write spaces between all the words in my sentences. Some punctuation may be used.(YR)</p> <p>Use the high frequency words within the sentence.(YR)</p> <p>Others can read my sentence.(YR)</p>
	<p>To write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>To discuss what they have written with the teacher or other pupils .</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</p>					
Vocabulary	<p>Finger spaces (Y1)</p> <p>Capital letter (Y1)</p> <p>Full stops (Y1)</p> <p>Question marks (Y1)</p> <p>Clause (Y1)</p> <p>Conjunction (Y1)</p>	<p>Capital letter (Y1)</p> <p>Full stop (Y1)</p> <p>Personal pronoun (Y1)</p>	<p>Personal pronoun (Y1)</p> <p>Capital letter (Y1)</p> <p>Full stop (Y1)</p>	<p>Personal pronoun (Y1)</p> <p>Capital letter (Y1)</p> <p>Full stop (Y1)</p>	<p>Capital letter (Y1)</p> <p>Full stop (Y1)</p> <p>Exclamation mark (Y1)</p>	<p>Capital letter (Y1)</p> <p>Full stop (Y1)</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

Year 1/2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text		 <p>Poems for children by Robert Louis Stevenson</p>				
Supplementary texts	<p>Grace Darling The Heroine of the Farne Islands by Christine Bell</p> <p>How does a Lighthouse work by Roman Belyaev</p> <p>A Lighthouse Story by Holly James</p> <p>Hello Lighthouse by Sophie Blackall</p>	<p>Florence Nightingale by Dorothy Turner</p> <p>The Life of Florence Nightingale by Liz Gogerly</p> <p>Start up History Florence by Stewart Ross</p> <p>Florence Nightingale by Lucy Lethbridge</p> <p>Florence Nightingale by Emma Fischel</p>	<p>The Rainforest Book by Charlotte Milner</p> <p>Explore the Rainforest by Anne Ameri-Siemens</p>	<p>Up in the Canopy by James Aldred</p> <p>Toucan Toucan't by Peter Francis-Browne</p> <p>Into the Rainforest by Dee Reid and Diana Bentley</p> <p>Rainforests by Lucy Bowman</p> <p>The Vanishing Rainforest by Richard Platt</p> <p>One Night Far From Here by Julia Wauters</p>	<p>See Inside Space Stations and other Spacecraft by Rosie Dickens</p> <p>100 Things to Know About Space by Alex Frith, Alice James &amp; Jerome Martin</p> <p>24 Hours in Space by Rob Lloyd Jones</p>	<p>See Inside Space Stations and other Spacecraft by Rosie Dickens</p> <p>100 Things to Know About Space by Alex Frith, Alice James &amp; Jerome Martin</p> <p>24 Hours in Space by Rob Lloyd Jones</p>
Writing outcomes & purpose	<p>Instructions – How to make a sandwich. Tell Mrs Grinling how to make a tasty sandwich for Mr Grinling's lunch. <b>Writing to inform.</b></p> <p>Narrative – The story of the Lighthouse Keeper. Re-tell the story using the language of the text. <b>Writing to entertain.</b></p>	<p>Description – After reading "The Land of Nod" write a description of what your dream land would look like. <b>Writing to entertain</b></p> <p>Poetry – Write a Bonfire Night poem using onomatopoeia. <b>Writing to entertain.</b></p> <p>Letter – Write a letter as Florence Nightingale describing the conditions in Scutari Hospital and asking for more supplies/ <b>Writing to inform.</b></p>	<p>Narrative – use the structure of the story to write own versions with a chosen animal. <b>Writing to entertain.</b></p> <p>Instructions – How can we help the rainforests. Write a set of instructions in the form of a poster to tell people what they can do to help protect the rainforests. <b>Writing to inform.</b></p>	<p>Narrative – to use the format of the book to write own stories with animals telling a human why they shouldn't chop down the tree. <b>Writing to entertain.</b></p> <p>Letter – write in the role of one of the animals in the story to persuade the man not to chop down the tree. <b>Writing to inform.</b></p>	<p>Narrative – write a story about Bob's next day on the Moon. <b>Writing to entertain.</b></p> <p>Recount – how an astronaut gets ready for an expedition to the Moon. <b>Writing to inform.</b></p>	<p>Recount – retell the story of Neil Armstrong and the first Moon landing. <b>Writing to inform.</b></p> <p>Poetry – to use descriptive language to describe the different planets. <b>Writing to entertain.</b></p>

# Curriculum Overview: Blackboys CEP English writing cycle B

<p>Punctuation</p>	<p>Use finger spaces between words. (Y1)</p> <p>Begin to punctuate sentences using a capital letter and a full stop. (Y1)</p> <p>Use spacing between words that reflects the size of the letters. (Y2)</p> <p>Understand and begin to use commas for lists. (Y2)</p>	<p>Punctuate some sentences using a capital letter and a full stop independently. (Y1)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun "I". (Y1)</p> <p>Use question marks to demarcate questions. (Y1)</p>	<p>Punctuate most sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun "I". (Y1)</p> <p>Understand and begin to use commas for lists. (Y2)</p>	<p>Punctuate most sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use a capital letter for the names of people, places, the days of the week, and the personal pronoun "I". (Y1)</p> <p>Use exclamation marks. (Y2)</p>	<p>Punctuate all sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use apostrophes for contracted forms. (Y2)</p>	<p>Punctuate all sentences using a capital and a full stop or a question mark independently. (Y2)</p> <p>Use apostrophes for possession (singular). (Y2)</p>
<p>Grammar</p>	<p>Join words and joining clauses using and. (Y1)</p> <p>Know how words combine to form sentences. (Y1)</p> <p>Use sentences with different forms: commands and statements. (Y2)</p> <p>Begin to expand noun phrases to describe and specify. (Y2)</p>	<p>Use sentences with different forms: questions and statements. (Y2)</p> <p>Expand noun phrases to describe and specify. (Y2)</p> <p>Use the present and past tenses correctly and consistently. (Y2)</p>	<p>Use the present and past tenses correctly and consistently. (Y2)</p> <p>Use co-ordination (or, and, but). (Y2)</p>	<p>Begin to use the progressive form of the past and present tense. (Y2)</p>	<p>Use subordination (when, if, that, because) (Y2)</p> <p>Use sentences with different forms: exclamations, statements. (Y2)</p> <p>Use time adverbials. (Y2)</p>	<p>Use the progressive form of the past and present tense. (Y2)</p> <p>Use sentences with different forms: statements, questions, exclamations, commands. (Y2)</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

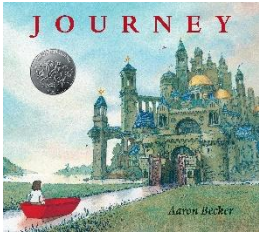
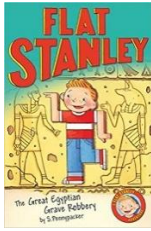
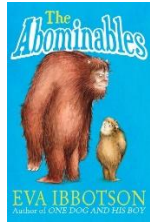
Transcription	<p>Spelling taught through Monster Phonics. (see separate progression document for breakdown of phonemes and spelling rules taught)</p> <p>Name the letters of the alphabet. (Y1)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly (Y1)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (Y1)</p> <p>Form lower case letters of the correct size relative to one another. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs. (Y2)</p> <p>Form capital letters (Y1)</p> <p>Form digits 0-9 (Y1)</p> <p>Distinguish between homophones and near homophones. (Y2)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Form nouns using suffixes such as –ness, -er and by compounding. (Y2)</p> <p>Start to use some of the diagonal and horizontal strokes needed to join letters. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Formation of adjectives using suffixes such as –ful, –less. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Learn to spell words with contracted forms. (Y2)</p>	<p>Spelling taught through Monster Phonics.</p> <p>Learn to use the possessive apostrophe (singular). (Y2)</p>
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# Curriculum Overview: Blackboys CEP English writing cycle B

Composition	<p>To write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>To discuss what they have written with the teacher or other pupils .</p> <p>To read aloud their writing clearly enough to be heard by their peers and the teacher. (Y1)</p> <p>To develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>To consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>To make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> </ul> <p>To read aloud what they have written with appropriate intonation to make the meaning clear. (Y2)</p>					
Vocabulary	<p>Finger spaces (Y1) Capital letter (Y1) Full stops (Y1) Clause (Y1) Conjunction (Y1) Sentence (Y2) Statement (Y2) Command (Y2) Expanded noun phrases (Y2) Comma (Y2)</p>	<p>Capital letter (Y1) Full stop (Y1) Personal pronoun (Y1) Present tense (Y2) Past tense (Y2) Sentence (Y2) Statement (Y2) Question (Y2) Question marks (Y1) Expanded noun phrase (Y2)</p>	<p>Capital letter (Y2) Full stop (Y2) Question mark (Y2) Personal pronoun (Y1) Co-ordination (Y2) Present tense (Y2) Past tense (Y2) Adverb (Y2) Comma (Y2)</p>	<p>Capital letter (Y2) Full stop (Y2) Question mark (Y2) Personal pronoun (Y1) Progressive past tense (Y2) Progressive present tense (Y2) Exclamation mark (Y2)</p>	<p>Capital letter (Y2) Full stop (Y2) Question mark (Y2) Exclamation mark (Y2) Apostrophes (Y2) Contractions (Y2) Sub-ordination (Y2) Sentence (Y2) Exclamation (Y2) Statement (Y2) Progressive past tense (Y2) Progressive present tense (Y2)</p>	<p>Capital letter (Y2) Full stop (Y2) Question mark (Y2) Exclamation mark (Y2) Apostrophes (Y2) Possession (Y2) Time adverbials (Y2) Sentence (Y2) Statement (Y2) Command (Y2) Question (Y2) Exclamation (Y2)</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text				From a Railway Carriage by Robert Louis Stevenson		
Supplementary texts	Quest/Return by Aaron Becker	Romans on the Rampage by Jeremy Strong My Family and Other Romans by Marie Basting A Gladiator Stole My Lunchbox by Thiago de Moraes Meet the Ancient Romans by James Davies Romans Magnified by David Long & Daniel Spacek Roman Soldiers by Tegen Evans & Tom Froese <ul style="list-style-type: none"> <li>A Roman Adventure (The Histronauts) by Frances Durkin &amp; Grace Cooke</li> </ul>	Marcy and the Riddle of the Sphinx by Joe Todd Stanton Cinderella of the Nile by Beverley Naidoo The Boy Who Stole the Pharaoh's Lunch by Karen McCombie Meet the Ancient Egyptians by James Davies So You Think You've Got It Bad: A Kid's Life in Ancient Egypt by Chae Strathie <ul style="list-style-type: none"> <li>Mummies Unwrapped by Tom Froese</li> </ul>	I am a Jigsaw: Puzzling Poems to Baffle your Brain by Roger Stevens I Don't Like Poetry by Joshua Seigal <ul style="list-style-type: none"> <li>Apes to Zebras: An A-Z of Shape Poems by Roger Stevens, Liz Brownlee &amp; Sue Hardy-Dawson</li> </ul>	Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart & Joe Todd Stanton King of the Cloud Forests by Michael Morpurgo Majestic Mountains: Discover Earth's Mighty Peaks by Mia Cassany Earth's Incredible Places: Everest by Sangma Francis & Lisk Feng Himalaya by Soledad Romero Marino & Maria Beorlegi	Roald Dahl series
Writing outcome/purpose	Fiction – Setting: Describe one of the scenes/locations from Journey. <b>Writing to entertain</b> <ul style="list-style-type: none"> <li>Fiction – Stories: Write the narrative to fit the images from Journey. <b>Writing to entertain</b></li> </ul>	Non-fiction – Explanation: How to be a Roman soldier. <b>Writing to inform.</b> <p>Non-fiction – Recount: A day in the life of a Roman soldier. <b>Writing to inform.</b></p>	Non-fiction – Letter: Letter of complaint to the postal service. <b>Writing to inform.</b> <p>Non-fiction - Newspaper article: Report on Flat Stanley saving the scrolls. <b>Writing to inform.</b></p>	Non-fiction – Explanation: How to be an embalmer. <b>Writing to inform.</b> <ul style="list-style-type: none"> <li>Fiction – Poetry: Write a poem based on From a Railway Carriage (From the River Nile). <b>Writing to entertain.</b></li> </ul>	Non-fiction – Letter/poster: Save the Yetis. <b>Writing to persuade.</b> <p>Fiction – Poetry: Write a poem about a mountain based on Mountain Peak Harriet Earis. <b>Writing to entertain</b></p>	Fiction – Stories: Writing a mountain adventure story. <b>Writing to entertain.</b> <p>Fiction – Characters/Settings: Write a play script of a scene from the BFG. <b>Writing to entertain.</b></p>
Punctuation	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) <ul style="list-style-type: none"> <li>Apostrophe's for omission and singular possession (KS1)</li> </ul>	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1)	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1) <ul style="list-style-type: none"> <li>Inverted commas to punctuate direct speech.</li> </ul>	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) <ul style="list-style-type: none"> <li>Apostrophe's for omission and singular possession (KS1)</li> </ul>	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) <ul style="list-style-type: none"> <li>Apostrophe's for omission and singular possession (KS1)</li> </ul>	Full stops, capital letters, question marks, exclamation marks (KS1) Commas to separate a list (KS1) Apostrophe's for omission and singular possession (KS1) Inverted commas to punctuate direct speech.

# Curriculum Overview: Blackboys CEP English writing cycle B

Grammar	<p>Consistent use of present and past tense (KS1)          Progressive form (KS1)          Subordination and coordination (KS1)          Expanded noun phrases (KS1)          Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Consistent use of present and past tense (KS1)          Progressive form (KS1)          Subordination and coordination (KS1)          Expanded noun phrases (KS1)          Introduction to paragraphs          Heading and sub-headings to aid presentation          Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Consistent use of present and past tense (KS1)          Progressive form (KS1)          Subordination and coordination (KS1)          Expanded noun phrases (KS1)          Use of the present perfect          Introduction to paragraphs          Heading and sub-headings to aid presentation          Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Use of the present perfect          Introduction to paragraphs          Heading and sub-headings to aid presentation          Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Use of the present perfect          Introduction to paragraphs          Heading and sub-headings to aid presentation          Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>	<p>Use of the present perfect          Introduction to paragraphs          Expressing time, place and cause using conjunctions, adverbs or prepositions.</p>
<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>						
<p>full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, suffix, prefix, word, phrase, clause, main clause, subordinate clause, noun, noun phrase, verb, adjective, adverb, pronoun, possessive pronoun, adverbial, subject, verb, object, singular, plural, sentence, punctuation, statement, question, exclamation, command, compound, tense, apostrophe, direct speech, consonant, vowel, inverted commas</p>						
<p>Year 4 / 5</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

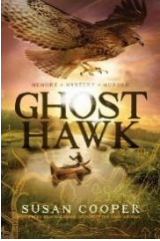
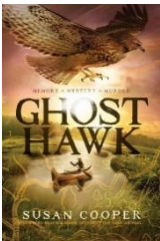
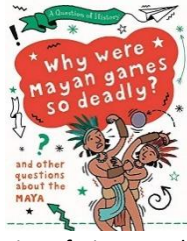
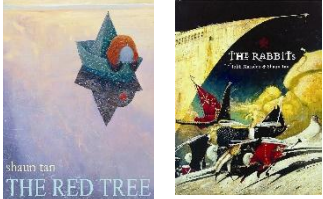
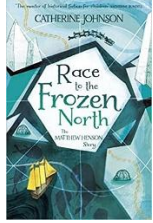
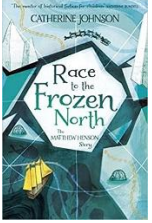
# Curriculum Overview: Blackboys CEP English writing cycle B

Text	 <p>Holes by Louis Sachar</p>	 <p>The Last of the Mohicans by</p>	 <p>The Chocolate Tree</p>	 <p>Shaun Tan author study – The Lost Thing</p>	 <p>Henry's Freedom Box</p>	 <p>Journey to Jo'burg</p>
Supplementary texts	<p>Rainforest Warrior by Anita Ganeri &amp; Margaux Carpentier The Crow's Tale by Naomi Howarth Lei and the Fire Goddess by Malia Maunakea Go Show the World by Wab Kinew, illustrated by Joe Morse</p>	<p>South America by Shalini Vallepur The 50 States by Gabrielle Balkan &amp; Sol Linero National parks of the USA by Kate Siber &amp; Chris Turnham</p>	<p>Oh Maya Gods by Maz Evans. The Maya and Chichén Itzá (Time Travel Guides) by Ben Hubbard Great Civilizations: The Maya by Tracey Kelly</p>	<p>Eric by Shaun Tan. Wonder by R.J. Palacio. A Shelter for Sadness by Anne Booth.</p>	<p>Queen of Freedom: Defending Jamaica by Catherine Johnson Our Story Starts in Africa by Patrice Lawrence &amp; Jeanetta Gonzales Blackbeard's Treasure by Iszi Lawrence</p>	<p>Trailblazers: Harriet Tubman by Sandra A. Agard</p>
Writing outcome/purpose	<p>Non-fiction – Letter writing : Writing an informal letter home to Stanley's mum and writing a formal letter to complain about Camp Green Lake. <b>Writing to inform (LKS2)</b></p> <p>Fiction – Stories. Writing a story about their character going to Camp Green Lake. <b>Writing to entertain (LKS2)</b></p>	<p>Non-fiction - Advertising: Writing as the warden to give to a judge to persuade them to send children to Camp Green Lake. <b>Writing to persuade (LKS2)</b></p> <p>Fiction – Character/Setting. Writing a playscript of an interaction between two characters, including a setting and character descriptions. <b>Writing to entertain (UKS2)</b></p>	<p>Non-Fiction – Explanation: Pick one of the things Kukulcan brought to the Maya people. <b>Writing to inform (LKS2)</b></p> <p>Fiction – Folktale story: Writing their own folktale based on the book. <b>Writing to entertain (LKS2)</b></p>	<p>Fiction – Description: Write a description of their own 'lost thing'. <b>Writing to entertain (UKS2)</b></p> <p>Non-fiction – Newspaper article: Writing a report about the lost thing. <b>Writing to inform (LKS2)</b></p>	<p>Fiction – Poetry: Write a poem inspired by 'A Windrush Child'. <b>Writing to entertain (LKS2)</b></p> <p>Fiction – Narrative. Writing a narrative from Henry's point of view. <b>Writing to entertain (UKS2)</b></p>	<p>Non-fiction – Biography: Write a biography of Nelson Mandela. <b>Writing to inform (LKS2)</b></p> <p>Fiction – Description: Write a description story comparing the village to Johannesburg. <b>Writing to entertain (UKS2)</b></p>
Punctuation	<p>Four main punctuation marks (KS1) Commas to separate items in a list (KS1) Apostrophes for contractions (KS1) Direct speech punctuation including comma after reporting clause Commas after fronted adverbials</p>	<p>Four main punctuation marks (KS1) Commas to separate items in a list (KS1) Apostrophes for contractions (KS1) Bullet points Brackets/dashes/commas ? ! for rhetorical/exclamatory sentences Commas after fronted adverbials Commas to mark subordinate clauses Apostrophes for singular and plural possession</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Direct speech punctuation including comma after reporting clause Commas to mark relative clauses Brackets/dashes/commas Apostrophes for singular and plural possession</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Commas to mark relative clauses Brackets/dashes/commas Commas to clarify meaning or avoid ambiguity Direct speech punctuation including comma after reporting clause</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Commas to mark relative clauses Brackets/dashes/commas Commas to clarify meaning or avoid ambiguity Direct speech punctuation including comma after reporting clause</p>	<p>Commas after fronted adverbials Commas to mark subordinate clauses Commas to mark relative clauses Brackets/dashes/commas Commas to clarify meaning or avoid ambiguity Direct speech punctuation including comma after reporting clause</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

Grammar	<ul style="list-style-type: none"> <li>• Consistent use of present and past tense (KS1)</li> <li>• Progressive tense (KS1)</li> <li>• Fronted adverbials</li> <li>• Express time, place and cause using conjunctions, adverbs or prepositions</li> <li>• Paragraphs</li> <li>• Present perfect             <ul style="list-style-type: none"> <li>• Choice of pronoun/noun</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of present and past tense (KS1)             <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Subordinate clauses</li> <li>Imperative verbs</li> <li>Rhetorical questions</li> <li>Noun phrases</li> </ul> </li> <li>Conjunctions/adverbs/prepositions</li> <li>Headings/sub-headings to aid presentation</li> <li>Choice of pronoun/noun</li> <li>Adverbs/Modal verbs to indicate possibility</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Subordinate clauses</li> <li>Fronted adverbials</li> <li>Relative clauses</li> <li>Choice of pronoun/noun</li> <li>Adverbs/Modal verbs to indicate possibility</li> <li>Headings/sub-headings to aid presentation</li> <li>Noun Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Subordinate clauses</li> <li>Fronted adverbials</li> <li>Relative clauses</li> <li>Choice of pronoun/noun</li> <li>Adverbs/Modal verbs to indicate possibility</li> <li>Headings/sub-headings to aid presentation</li> <li>Noun Phrases</li> <li>Direct/reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Subordinate clauses</li> <li>Fronted adverbials</li> <li>Relative clauses</li> <li>Choice of pronoun/noun</li> <li>Adverbs/Modal verbs to indicate possibility</li> <li>Noun Phrases</li> <li>Direct/reported speech</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating conjunctions</li> <li>Subordinate clauses</li> <li>Fronted adverbials</li> <li>Relative clauses</li> <li>Choice of pronoun/noun</li> <li>Adverbs/Modal verbs to indicate possibility</li> <li>Noun Phrases</li> <li>Direct/reported speech</li> </ul>	
Composition	<p style="text-align: center;">Pupils should be taught to (LKS2):</p> <p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>						
<p>full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, suffix, prefix, word, phrase, clause, main clause, subordinate clause, noun, noun phrase, verb, adjective, adverb, pronoun, possessive pronoun, adverbial, subject, verb, object, singular, plural, sentence, punctuation, statement, question, exclamation, command, compound, tense, apostrophe, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial, modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>							
Year 5/6							
Autumn 1		Autumn 2		Spring 1		Spring 2	
Summer 1			Summer 2				

# Curriculum Overview: Blackboys CEP English writing cycle B

Text	 <p>Ghost Hawk by Susan Cooper.</p>	 <p>Hawk by Susan Cooper.</p>	 <p>Question of History: Why were Mayan games so deadly? A</p>	 <p>Shaun Tan author study – The Red Tree and The Rabbits.</p>	 <p>Race to the Frozen North by Catherine Johnson.</p>	 <p>Race to the Frozen North by Catherine Johnson.</p>
Supplementary texts.	<p>Little Bird Lands by Karen McCombie How I Became A Ghost by Tim Tingle Secret of the Andes by Ann Nolan Clark.</p>	<p>South America by Shalini Vallepur The 50 States by Gabrielle Balkan &amp; Sol Linero National parks of the USA by Kate Siber &amp; Chris Turnham</p>	<p>Middleworld by J&amp;P Voelkel. Oh Maya Gods by Maz Evans. Great Civilizations: The Maya by Tracey Kelly History in Infographics: The Maya by Jon Richards Daily Life in the Maya Civilization by Nick Hunter Explore! Maya Civilisation by Izzi Howell</p>	<p>The Lost Thing by Shaun Tan (read in Class 4). Eric by Shaun Tan. Wonder by R.J. Palacio. A Shelter for Sadness by Anne Booth.</p>	<p>The Kidnapped Prince: The Life of Olaudah Equiano by Ann Cameron Journey to Jo'burg by Beverley Naidoo Freedom by Catherine Johnson Journey Back to Freedom by Catherine Johnson Windrush Child by Benjamin Zephaniah</p>	<p>Timelines from Black History (DK) The Story of Slavery by Sarah Courtauld The Indestructible Tom Crean Jennifer Thermes</p>
Writing outcome/purpose.	<p>Fiction – Descriptive writing: Describing the moment Little Hawk emerges from the big snow. <b>Writing to entertain.</b></p> <p>Non Fiction – : How to kill and skin a deer. <b>Writing to inform.</b></p>	<p>Non Fiction – Letter. Writing home as a European settler persuading people to come to America. <b>Writing to persuade.</b></p> <p>Non Fiction – Discussion writing: should the white settlers in America take land away from the native people? (History link – Trail of Tears). <b>Writing to present a balanced argument.</b></p>	<p>Non Fiction – Report – What is the game of Pok a tok? <b>Writing to inform.</b></p> <p>Fiction - Narrative: story about a game of Pok a Tok. <b>Writing to entertain.</b></p>	<p>Fiction – Poetry: positive MHEW. <b>Writing to entertain.</b></p> <p>Fiction – narrative: a story based on the plot of ‘the Rabbits’ – invading species and the consequences. <b>Writing to entertain.</b></p>	<p>Non Fiction – biography. Biography of Matthew Henson. <b>Writing to inform.</b></p> <p><b>Y5 book study – Kensuke’s Kingdom</b></p>	<p>Fiction – Characters/settings: what was it like on Matthew Henson’s boat? <b>Writing to entertain.</b></p>
Punctuation	<p>Use commas after fronted adverbials and subordinate clauses (LKS2) Use of apostrophes for possession, including plurals (LKS2) Use of paragraphs (LKS2)</p> <p>Use brackets, dashes or commas to indicate parenthesis or to</p>	<p>Use brackets, dashes or commas to indicate parenthesis. Use commas to mark relative clauses. Use semi-colons to mark related clauses. Use colons and semi colons to list arguments.</p>	<ul style="list-style-type: none"> <li>• Use colons to introduce a list.</li> <li>• Use semi-colons to punctuate complex lists.</li> <li>• Brackets/dashes</li> <li>• Commas to mark clauses</li> <li>• Bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• Use semi-colons to join related clauses.</li> <li>• Use colons to add further detail in a new clause.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>• Use semi-colons to join related clauses.</li> <li>• Use colons to add further detail in a new clause.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Brackets/dashes</li> </ul>	<p>Review and consolidate previously taught content.</p>

# Curriculum Overview: Blackboys CEP English writing cycle B

	<p>emphasise additional information. Use of bullet points.</p>		<ul style="list-style-type: none"> <li>Use inverted commas for direct speech (LKS2)</li> </ul>			
Grammar	<ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Expanded noun phrases</li> <li>Subordinate clauses</li> <li>Subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses</li> <li>Use passive voice to maintain formality.</li> <li>Introduce subjunctive form</li> <li>Modal verbs/adverbs to indicate degree of possibility</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Use subordinating conjunctions</li> <li>Passive voice</li> <li>subjunctive form- y6</li> <li>relative clauses</li> </ul>	<ul style="list-style-type: none"> <li>direct and indirect speech</li> <li>subordinate clauses</li> <li>relative clauses</li> <li>Modal verbs/adverbs to indicate degree of possibility</li> <li>Formal/informal speech structures</li> </ul>	<ul style="list-style-type: none"> <li>direct and indirect speech</li> <li>subordinate clauses</li> <li>relative clauses</li> <li>Modal verbs/adverbs to indicate degree of possibility</li> <li>Passive voice</li> <li>Formal/informal speech structures</li> </ul>	Review and consolidate previously taught content.
Composition.	<p><b>Plan their writing by:</b></p> <ul style="list-style-type: none"> <li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>noting and developing initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul>					
<p>full stops, capital letters, commas, exclamation marks, question marks, preposition, conjunction, word family, word, phrase, clause, main clause, subordinate clause, relative clause, determiner, noun, verb, adjective, pronoun, possessive pronoun, relative pronoun, adverbial, subject, verb, object, cohesion / cohesive devices, ambiguity, formal and informal, synonym, antonym, ellipsis, active, passive, colon, semi-colon, bullet point, modal verb, parenthesis</p>						