


English – Whole School Writing Overview 2024-2025

 Holmes Chapel Primary School	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Focus on individual sounds and oral blending School Rules Name writing Owl Babies - Letter to the owls Labelling family portraits	Focus on individual sounds and oral blending Introduce CVC words Supertato – Labelling superhero inventions Labelling parts of the body Invitations to Nativity The Christmas Postman - Letter to Father Christmas Christmas Cards	Dictated words and copy words from previously taught graphemes The Way Back Home How to Catch a Star - Instructions for/labelling a rocket Labelling animals in LNY race Creating, naming and labelling an alien Map of the sky	Dictated words and copy words from previously taught graphemes Zog What a Ladybird Heard Jack and The Flum Flum Tree – Mapping- directions and labelling Character descriptions Story retelling Paper Dolls- create and write stories Rhyming words	Dictated sentences and copy sentence from previously taught graphemes Rainbow Fish - Descriptions of animals Meerkat Mail - Meerkat postcards home Augustus and his Smile - Animal fact files Re-telling of stories	Dictated sentences and copy sentence from previously taught graphemes Runaway train – Sentence writing – recounts Diary writing Captions
Year 1	Dictated sentences and copy sentence from previously taught graphemes Beegu: Character description Including feelings Setting description Simple sentences and Captions that include	Dictated sentences and copy sentence from previously taught graphemes Pumpkin Soup Captions extending to sentences Simple sentences linked to the text Character description	Dictated sentences and copy sentence from previously taught graphemes Traditional Story (Little Red riding hood) Narrative – Retelling a story (5 sentences) Class set of Instructions Linked to	Dictated sentences and copy sentence from previously taught graphemes Postcard from London Letter – Informative (The Tiger Who Came to Tea) Narrative – Simple 5 sentence alternative ending (The Tiger Who Came	Dictated sentences and copy sentence from previously taught graphemes Narrative – Character description Instructions – Origami Boat/Hat Narrative – retelling the story	Dictated sentences and copy sentence from previously taught graphemes Openings for a story (look at different ways to start a story) Recount of an event Performance poetry Simple sentences and captions that include

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<p>Y1 Grammar & punctuation</p>	<p>words using the GPCs and CEW taught so far Up High – Prediction Feelings (thought bubble) Setting description Simple sentences and Captions that include words using the GPCs and CEW taught so far</p> <p>Capital letters Full stops Finger spaces Nouns & verbs and to add extra information</p>	<p>Firework – onomatopoeia & shape (Owl who was afraid of the dark) Christmas poetry - Acrostic</p> <p>Capital letters Full stops Finger spaces Nouns & verbs and to add extra information Adjectives</p>	<p>Red riding hood – wolf Recount of real life event (Silk Museum) Simple sentences and Captions that include words using the GPCs and CEW taught so far</p> <p>Capital letters Full stops Finger spaces Nouns & verbs and to add extra information and join sentences Adjectives Question marks Exclamation marks</p>	<p>to Tea) Poetry – list (Tigers) Simple sentences and captions that include words using the GPCs and CEW taught so far</p> <p>Capital letters Full stops Finger spaces Nouns & verbs and to add extra information and join sentences Adjectives Question marks Exclamation marks</p>	<p>(All linked to Marvellous Moon Map) Simple sentences and captions that include words using the GPCs and CEW taught so far</p> <p>Capital letters Full stops Finger spaces Nouns & verbs and to add extra information and join sentences Adjectives Question marks Exclamation marks</p>	<p>words using the GPCs and CEW taught so far</p> <p>Capital letters Full stops Finger spaces Nouns & verbs and to add extra information and join sentences Adjectives Question marks Exclamation marks</p>
<p>Year 2</p>	<p>Dictated sentences and copy sentence from previously taught graphemes Postcard Manju’s Magic Wishes: Simple sentences incld adjectives – Wishes Character description Under the Great Plum tree: Character description Setting description Chembakolli: Setting description List poetry</p>	<p>Dictated sentences and copy sentence from previously taught graphemes The Wolf, The Duck and The Mouse: Letter Retell a known story – simple 5 sentences with conjunctions and time adverbials e.g. first, after a while Recipe – Indian Chutney: Instructions Acrostic Poetry</p>	<p>Dictated sentences and copy sentence from previously taught graphemes Diary (William) The Tunnel: Setting description Alternative ending Jodrell Bank: Non-chronological report</p>	<p>Dictated sentences and copy sentence from previously taught graphemes Gorilla: Book review The Dragon Machine: Alternative ending Non-chronological report - Dragons</p>	<p>Dictated sentences and copy sentence from previously taught graphemes There’s a Tiger in the Garden: Explanation – Tigers Little Red (Bethan Woollvin): Narrative – retelling of a known story Rapunzel (Bethan Woollvin): Letter Spywatch: Letter – Evacuee</p>	<p>Dictated sentences and copy sentence from previously taught graphemes Friend or Foe: Character description (Mr Reynolds) Trip to Air Raid Shelter: Recount of real event The Bear and The Piano: Simple story retelling Performance poetry (Message from the Moon)</p>

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<p>Y2 Grammar & punctuation</p>	<p>Capital letters Full stops Finger spaces Nouns & verbs Co-ordinating conjunction – and, but Expanded noun phrases Present and past tense</p>	<p>Basic punctuation from term 1 PLUS Expanded noun phrases Co-ordinating conjunctions and, or, but Because as a subordinating conjunction Questions Adverbials of time Present and past tense</p>	<p>Ongoing from term 1 PLUS Co-ordinating conjunctions Because as a subordinating conjunction Statements Exclamations Commands Adverbs Past and present progressive tense</p>	<p>Ongoing from term 1 PLUS Co-ordinating conjunctions Subordinating conjunctions Statements Exclamations Adverbs Past and present progressive tense</p>	<p>Ongoing from term 3 PLUS Co-ordinating conjunctions Subordinating conjunctions – varying the position in the sentence e.g. While, If Sentences with different forms</p>	<p>Ongoing from term 3 PLUS Co-ordinating conjunctions Subordinating conjunctions – varying the position in the sentence e.g. While, If Sentences with different forms</p>
<p>Year 3</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Poetry - List Grandad’s Secret Giant: Descriptive setting Journalistic recount Free verse Poetry + Performance</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Instructions (Soup making) Grandpa Christmas Letter (To Grandpa) Short Burst writing – I wish for...</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Egyptian Cinderella: Diary Fantastic Mr Fox: Narrative –write the next chapter Recount of real event</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Poetry – Kennings Pepi and the Secret Names: Narrative – retell a story with a twist</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Day the Crayons Quit: Letter Little People, Big Dreams Emmeline Pankhurst: Biography</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>The Great Kapok Tree: Non-chron report – explanation Steadfast Tin Solider: Adventure story Rainforest poetry – Calligram</p>
<p>Y3 Grammar & punctuation</p>	<p>Co-ordinating and subordinating conjunctions – recap from Y2 Past and present progressive tense (y2)</p>	<p>Co-ordinating and subordinating conjunctions – recap from Y2 prepositions Fronted adverbials</p>	<p>Co-ordinating and subordinating conjunctions – vary the position and include when, if, although Present perfect tense adverbs and prepositions for time and cause, fronted adverbials Direct speech</p>	<p>Co-ordinating and subordinating conjunctions – vary the position and include when, if, although Conjunctions, adverbs and prepositions for time and cause Present perfect tense Direct speech</p>	<p>Consolidate from previous term and years</p>	<p>Consolidate from previous term and years Direct speech</p>

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<p>Year 4</p> <p>Y4 Grammar & punctuation</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Narrative – The White Giraffe - Setting description</p> <p>Non-chron. report – Giraffes</p> <p>Instructions – DT - CAMs models</p> <p>Consolidate from Y3</p> <p>Co-ordinating and subordinating conjunctions – vary the position and include when, if, although</p> <p>Fronted adverbials</p> <p>Present perfect tense</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Poetry – Narrative (predator hunt)</p> <p>Persuasive writing – Speech (poaching)</p> <p>Consolidate from Y3</p> <p>Co-ordinating and subordinating conjunctions – vary the position and include when, if, although</p> <p>Fronted adverbials</p> <p>Present perfect tense</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Narrative – Retelling Myths and Legends</p> <p>Poetry – Free verse – Medusa picture</p> <p>As term 1 plus</p> <p>Direct speech</p> <p>Conjunctions, adverbs and prepositions for time and cause</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Non-chron. report – river animal</p> <p>Instructions – Wind in the Willows</p> <p>As term 1 plus</p> <p>Fronted adverbials</p> <p>Use of generalisers (most, many, all)</p> <p>Pronouns</p> <p>Improving cohesion</p> <p>Consolidation</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Instructions – Recipe for a Roman invasion</p> <p>Persuasive writing – Caratacus/Boudicca</p> <p>As term 1 plus</p> <p>Consolidation of all grammar</p>	<p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p> <p>Narrative – Billy Perryman voyage</p> <p>Persuasive letter – Laura’s argument</p> <p>Poetry – Tanka (Rivers)</p> <p>As term 1 plus</p> <p>Consolidation of all grammar</p>
<p>Year 5</p> <p>Y5 Grammar & Punctuation</p>	<p>Poetry – Kenning</p> <p>Non-Chronological report (The Night Zoo)</p> <p>Wing (Literacy Shed) - Opening</p> <p>Consolidate from Y4</p> <p>Introduce relative clauses</p> <p>Devices to build cohesion</p> <p>Adverbials of time and place</p>	<p>Letter: Job application (Shackleton’s Journey)</p> <p>Diary entry (Shackleton’s Journey)</p> <p>Consolidate from Y4</p> <p>Relative clauses</p> <p>Compound and complex sentences</p>	<p>Description: character or setting (Highwayman)</p> <p>Informal letter (Highwayman)</p> <p>As term 1</p> <p>Dialogue</p> <p>Commas to clarify meaning</p> <p>Parenthesis</p>	<p>Everest –</p> <p>Instructions: How to survive Everest</p> <p>Narrative: 1st Person dilemma</p> <p>As term 1</p> <p>Modal verbs</p> <p>Dialogue</p> <p>Commas to clarify meaning</p> <p>Parenthesis</p> <p>Cohesive devices</p>	<p>The Ocean Maker (Literacy Shed) Cliff hanger narrative (incl. dialogue)</p> <p>Biography (Famous Person)</p> <p>As term 2 plus</p> <p>consolidation of all grammar including relative clauses</p>	<p>Argument/Debate (Zoo)</p> <p>Persuasive leaflet (Visit Baghdad)</p> <p>Poetry - My Heart is a Volcano</p> <p>As term 2 plus</p> <p>consolidation of all grammar</p>

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	Consolidate present perfect & progressive forms of verbs			Adverbials of time and place Consolidate		
Year 6	<p>Descriptive setting (Secret Garden)</p> <p>Explanation (Vacuum Cleaner & Heart (journey of a blood cell))</p>	<p>Narrative (including dialogue to convey character and advance action) – World’s End</p> <p>Hound of the Baskervilles: Letter – formal Inform/ request help from the Baskervilles to Sherlock home. GD children to also write reply.</p> <p>Hound of the Baskervilles – Setting description</p> <p>Watson’s Diary entry to show personality and his frustration with Holmes</p> <p>Letter – persuade character to understand why he has left (Snow Goose)</p>	<p>Flaxman Low – Ghost story – What happens next... (senses)</p> <p>Re-tell the extract in own words</p> <p>Interview - Flaxman Low</p> <p>Advert – Call for Flaxman Low (no more than 50 words)</p> <p>UFO sighting – Narrative (short burst about UFO sighting – friend going round to tell another friend about what they’ve seen (first person)</p> <p>Letter to a friend about seeing a UFO above Holmes Chapel (Link Jodrell Bank).</p>	<p>Argument - A biased argument arguing for the continuation of the school uniform policy</p> <p>Instructions/ explanation – invent a futuristic mode of transport</p> <p>Tweet (X)</p> <p>Trust event – writing a speech</p>	<p>Brochure – Leaflet to persuade people to visit the Charles Darwin Museum</p> <p>Personification of the days of the week - Friday Meets Monday</p> <p>Poem (based on My Treasures by Kate Wakeling) – What are Charles Darwin’s treasures from his perspective.</p> <p>Letter (formal) – inviting Charles Darwin to visit school to educate them further. Spin on letter – reply to the letter.</p>	<p>Narrative including dialogue – While the Storm Rages (one piece to convey character and another piece to advance action)</p> <p>Speech (Captain Nemo)</p> <p>Performance Poetry – Rap (linked to futuristic mode of transport)</p>
Y6 Grammar & Punctuation	<p>Consolidate from Y5</p> <p>Consolidate all punctuation</p> <p>Colons</p> <p>Introduce passive voice</p> <p>Cohesive devices</p>	<p>Consolidate from Y5</p> <p>Dialogue</p> <p>Formality</p> <p>Ellipsis</p> <p>Semi-colons</p> <p>Passive voice</p>	<p>As term 1</p> <p>Consolidate all punctuation and grammar</p>	<p>As term 1</p> <p>Consolidate all punctuation and grammar</p> <p>Introduce subjunctive forms</p>	<p>As term 1</p> <p>Consolidate all punctuation and grammar</p>	<p>As term 1</p> <p>Consolidate all punctuation and grammar</p> <p>Subjunctive forms</p>

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Purpose for Writing				
To entertain	To inform	To persuade	To discuss	Poetry