



PGPS Whole School Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Literacy: Comprehension, Word reading, Writing	<p>Maintain focus on a short picture book shared with an adult to the end.</p> <p>Make marks on a range of scales with a range of tools and grips</p> <p>Creating with materials</p> <p>Being imaginative & expressive</p> <p>Use props, similar to the items they represent, appropriately during simple domestic roleplay.</p> <p>Use small world props in short non-verbal narratives</p> <p>Make marks with a wide range of tools and grips</p>	<p>Develop preferences for picture books and seek out adults to share them.</p> <p>Anticipate favourite sections as the book is shared.</p> <p>Hold books independently, opening to find pages of interest.</p> <p>Process language to locate key features in illustrations.</p> <p>Demonstrate joint attention during rhyme time, imitating some actions.</p> <p>Make Marks on a range of scales with a range of tools and grips</p>	<p>Turn the pages of books from beginning to end, noting items of interest along the way.</p> <p>Name pertinent features in book illustrations as a story is being shared.</p> <p>Remain engaged from beginning to end of short books.</p> <p>Select books independently and locate aspects of interests within the pages.</p> <p>Use all actions to map the pace and shape of a rhyme with some words and phrases.</p> <p>Focus on marks as they are being created by a range of tools.</p>	<p>Turn the pages of books from beginning to end, mimicking an adult reading some parts of the story.</p> <p>Remain engaged from the beginning to the end of longer books.</p> <p>Answer closed questions as a book is being shared.</p> <p>Join in sections of familiar rhymes with actions.</p> <p>Recognise a few examples of environmental print such as shop logos and food labels.</p> <p>Make continuous linear marks and other effects with hands and tools on a range of scales.</p>	<p>Locate familiar books within a larger selection.</p> <p>Begin to participate in the repetitive features of very familiar books.</p> <p>Suggest what might happen from memory.</p> <p>Answer how and why questions about a book.</p> <p>Know a few complete rhymes by heart.</p> <p>Create a range of marks with different tools and talk about their purposes.</p> <p>Recognise further examples of environment print from their immediate locality</p> <p>Make marks, including strings of symbols for others and ascribe meaning to them</p>	<p>Name and locate favourite books and give very brief descriptions of plot elements or characters</p> <p>Re-enact very short excerpts from favourite texts using puppets or small world figures.</p> <p>Suggest what might happen next in unfamiliar books, drawing on the plot so far</p> <p>Notice very familiar letter symbols in the environment such as letters from their name.</p> <p>Have a repertoire of known rhymes</p> <p>Complete a phrase with the final rhyming word.</p> <p>Accurately claim familiarity with a small number of symbols such as letters from their name and house numbers.</p> <p>Use imitative writing during play</p> <p>Demonstrate a hand preference</p> <p>Write symbols in an order which approximate their name.</p>

<p>Reception</p> <p>Literacy: Comprehension, Word reading, Writing</p>	<p>Develop book-like vocabulary and language structures through hearing patterned texts. Participate in, memorise and perform simple action rhymes.</p> <p>Read, Write Inc set 1. Begin to form some recognisable letters correctly. Use marks or some letters for meaning. Write labels.</p>	<p>Grasp and use a wider range of structures in books and use these to aid participation. Look for cues in illustrations. Memorise and perform more complex nursery and action rhymes.</p> <p>Read Write Inc set 1 – become more accurate in word time word building. Use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write lists, labels and captions.</p>	<p>Recall key elements of books they have heard and read. Express preference for books. Learn more complex nursery rhymes. Read simple phonologically regular captions and sentences. Write simple sentences with regular words, including those with diagraphs. Begin to form an awareness of finger spaces between words.</p>	<p>Understand cause and effect in books they have heard or read. Predict the endings of books. Word play songs. Set 2 RWINC sounds – learning, using and applying in reading and writing. Write simple sentences with regular words, including those with diagraphs. Continue to develop accuracy in finger spaces. Begin to develop understanding of capital letters and full stops.</p>	<p>Predict the development of the plot in a story. Empathise with characters. Make links between texts. Access simple non-fiction books to find out information and to ask questions. Write short compositions with more than one sentence. Set 2 and set 3 RWINC sounds – learning, using and applying in reading and writing. Use fingers spaces and full stops.</p>	<p>Name book characters and describe their qualities.</p> <p>Articulate the dilemmas characters face.</p> <p>Use the structure of rhyming texts to participate in the recall of the text. Set 2 and set 3 RWINC sounds – learning, using and applying in reading and writing. Write short compositions with more than one sentence. Use fingers spaces, capital letters and full stops.</p>
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Year 1	<p>Narrative Tiger Who Came to Tea</p> <p>Report Tigers</p>	<p>Poetry Autumn Poems</p> <p>Instructions Potions</p> <p>Journey Tale The Three Little Pigs</p> <p>Narrative Nativity</p>	<p>Narrative Beegu</p> <p>Report Houses and Homes</p> <p>Poetry Winter Poetry</p>	<p>Narrative The Lighthouse Keeper's Lunch</p> <p>Report Owls</p> <p>Poetry Spring Poetry</p>	<p>Losing Tale Owl Babies</p> <p>Explanation (Written as a Diary) Growing a Sunflower</p>	<p>Narrative The Pirates Next Door The Pirate Cruncher</p> <p>Recount Grace Darling</p> <p>Poetry Summer Poetry</p>
Year 2	<p>Conquering the Monster Tale I'll take you to Mrs Cole</p> <p>Instructional How to make a smoothie</p>	<p>Losing Tale Jack Frost</p> <p>Recount Newspaper Great Fire of London</p> <p>Performance poetry Firework poems</p>	<p>Journey Tale The Bear and the Piano</p> <p>Recount Diary Samson's Titanic Journey</p>	<p>Tale of Fear Stories by the same author Anthony Browne</p> <p>Report Gorilla Storm Unicorn</p> <p>Riddles Monkey Puzzle - Julia Donaldson A range of 'Who am I?' style riddles</p>	<p>Journey Tale Grandpa's Lollipops Garden Safari</p> <p>Explanation Life Cycle of a Plant</p>	<p>Finding Tale Katie Morag</p> <p>Persuasive Letter to the King George and the dragon</p> <p>Rhyming poems This is Reef - Miriam Moss</p>
Year 3	<p>Warning Tale The Great Kapok Tree</p> <p>Persuasive Deforestation Rainforest</p>	<p>Adventure Tale Firework Maker's Daughter</p> <p>Recount Adventurer Biography</p> <p>Performance Poetry Twelve days of</p>	<p>Portal Story Stone Age Boy</p> <p>Report Stone Age</p> <p>Narrative with Rhyme The Listeners - Walter de la Mare</p>	<p>Traditional Tale The True Story of the Three Little Pigs</p> <p>Explanation Settlements</p>	<p>Defeating the Monster Tale The Iron Man</p> <p>Recount King Tut</p>	<p>Adventure How to Train Your Dragon</p> <p>Instructional How to catch a dragon</p> <p>Poetry The Dragon Who Ate Our School - Nick Toczec</p>

		Christmas				
Year 4	<p>Finding Tale Butterfly Lion</p> <p>Explanation Rube Goldberg</p> <p>Metaphor Poem The Eagle Alfred Lord Tennyson</p>	<p>Wishing Tale The King of Fishes</p> <p>Persuasive Junior Park Run</p>	<p>Defeating the Monster Tale Perseus and the Gorgon's Head</p> <p>Recount Newspaper Report</p> <p>Narrative Poem The Lambton Worm</p>	<p>Portal Story The Impossibly Possible Bookshop</p> <p>Informative North East England</p>	<p>Suspense The Wolves in the Walls</p> <p>Recount Biography Boudicca</p> <p>Performance Poetry The Treasures Clare Bevan</p>	<p>Adventure Tale Mission Possible Varjak Paw</p> <p>Report Animals</p>
Year 5	<p>Tale of Fear Boy in the Girls' Bathroom</p> <p>Persuasive Environmental Letter</p> <p>Cinquains Autumn</p>	<p>Defeating the Monster Tale Christmas Dinner of Souls</p> <p>Recount Biography</p>	<p>Portal Story Clock Close</p> <p>Recount Newspaper Report</p> <p>Personification Winter</p>	<p>Character Flaw Macbeth</p> <p>Explanatory Battle of Hastings</p> <p>Simile and Metaphor A Kid in my Class</p>	<p>Multi-perspective Tale The Highwayman</p> <p>Discursive For or against killing Banquo</p> <p>Report Geography of Holland</p>	<p>Suspense Short Story</p> <p>Instructional Planning an Intergalactic Mission</p>

Year 6	<p>Fantasy Adventure Tale</p> <p>Recount Newspaper Report/Diary</p> <p>Brightstorm by Vashti Hardy</p> <p>Discursive The Dam by David Almond/ Levi Penfold</p>	<p>Persuasive Travel Writing</p> <p>Performance Poetry The Dreadful Menace</p> <p>Historical Fiction Journey Tale Rose Blanche</p>	<p>Twisted Fairy Tales Building suspense and tension</p> <p>Red Miss Take Chaperon Rouge (Literacy Shed) Or Darwin's Dragons</p> <p>Poetry War Poems Beyond the Lines</p> <p>Formal Letter Complaint</p>	<p>Defeating the Monster Story of an Outlaw (Holes)</p> <p>Recount Informal/Formal Letter Diary</p> <p>Report Scientists</p>	<p>Defeating the Monster Story of an Outlaw (Holes)</p> <p>Persuasive Inventor's Assistant</p>	<p>Playscripts End of year show Or Windrush Child</p> <p>Performance Poetry If Rudyard Kipling</p>
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