



### English writing

At the Gem Federation, we are inclusive and believe that our writing curriculum should prepare all children for the next stage of learning, whether this be to a new year group, a new key stage or when they transition into secondary school. Our curriculum is constructed to be ambitious and designed to give all learners, no matter the individual need, ability or background, the knowledge and skills they require to succeed in life; it is coherently planned and sequenced in order to fulfil this aim. We have high expectations of all children and intend for them to leave Year 6 as confident, fluent, independent writers who not only understand the purpose and importance of writing within the wider society but that they positively engage in the process; taking pride and personal responsibility for their part in this.

We intend for our children to be able to communicate effectively through their writing across a range of fiction, non-fiction, poetry, genres and themes, including being able to write for different levels of formality, purpose and audience - this applies to all writing opportunities, including when writing across the wider curriculum where the children are expected to apply the written and spoken language skills they have acquired from the English curriculum. We intend to immerse the children in a range of quality texts and media; exposing them to a wealth of rich vocabulary and grammatical structures that enable them to be creative and risk-takers, while maintaining a critical and reflective approach.

We intend for our curriculum to be reflective of the school community and wider world; enabling our children to not only see themselves but to develop culturally, emotionally, socially and spiritually.

### EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>My story: our world</b>	<b>Space</b>	<b>Under the sea</b>	<b>Dinosaurs</b>	<b>Growing</b>	<b>Storytelling</b>
<b>Key texts</b>	Zaza's baby brother  Sharing a shell  Riley can do anything  Dot	Smed and Smoos  Look up – Creation of fact book	Snail and the whale  Tiddler  Barry the fish with fingers  Rainbow fish	The little red hen  We're going on a lion hunt  The magic paintbrush  Major Glad and Major Dizzy	Tiny seed  Tadpoles promise  Oliver Vegetables  Jack and the beanstalk	If I had a dinosaur....  If the dinosaurs came back...  Harry and the dinosaurs go wild  Dinosaur fact books
<b>Text types</b>	Fiction	Fiction and non-fiction	Fiction	Fiction, story written in the past, poem	Traditional tale Fiction	Fiction and non-fiction

<b>Writing genres</b>	Wanted poster Celebration card Shopping list Thought bubbles People who help us writing Line map	Adjectives to describe Picture book Fact book Invitation Poster Space Station role play	Invitation Cards Thought bubbles Adjectives Shopping lists	Tickets to watch our performance Story telling Story book writing Letters Recipes Poem Children to create their own puppets/props for story retelling	Life cycle diagram List of ingredients Castle role play Mini Books Chicks/Tadpoles investigation centre Garden centre- receipts etc.	Invitations to our museum Poster Poem Tickets Invitations Posters Dinosaur discovery centre Create their own QR code facts
<b>Coverage of complex text types</b>	Narrative Complex Resistant texts	Narrative/ symbolic Complex Resistant texts		Narrative/ symbolic Complex Archaic Resistant texts Early stages poem, rhythm/ rhyme	Symbolic Complex Archaic) Symbolic Complex	
<b>Year 1</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Our grandparents</b>	<b>Explorers/local area</b>	<b>Looking after our world: polar regions</b>	<b>London now and past</b>	<b>Looking after our world: Amazon</b>	<b>All around the world</b>
<b>Key texts</b>	The colour monster - settling piece  Here we are  Supertato  Billy and the Beast	Naughty bus  Astro Girl	Lost and found  Dear Greenpeace	Hansel and Gretel  Odd egg	We're roaming in the rainforest  Dinosaurs and all that rubbish	Emma Jane's Aeroplane  Julian is a mermaid
<b>Text types</b>	Fiction	Non-fiction/ fiction	Non-fiction and fiction	Traditional tale/ fiction	Poem/ Fiction	Fiction/ Poem
<b>Writing genres</b>	Speech bubbles Character description Labelling Lists Statement sentences Questions Notes	Setting descriptions Diary entry Police report Write in character Write commands/ instructions Questions	Questions Non-chronological report Instructions Letter	Character description Setting description Extended sentences Diary entry Story sequencing Predictions	Extended sentences Thought bubble Comparison of two settings Instructions Possessive apostrophe	Prediction Editing lesson- Capital letter for proper nouns Descriptive sentences using verbs and adverbs

	List of ingredients/ recipes  Initial ASSESSMENT: Sentence/sentences ASSESSMENT: Story retell.	Fact file Glossary  ASSESSMENT: Newspaper report ASSESSMENT: Mae Jemison fact file	ASSESSMENT: Story retell ASSESSMENT: Letter	Possessive apostrophe Descriptive paragraph  ASSESSMENT: Story retell ASSESSMENT: Letter	Pamphlet Rhyming String Suffixes: ed, ing, s/es Creating their own story Adjectives  ASSESSMENT: Story retell ASSESSMENT: Pamphlet	ASSESSMENT: Postcard Fact file on a significant person Letter Instructions Thought bubble Comprehension task Poster Non-rhyming poem
<b>Coverage of complex text types</b>	Resistant texts Diverse and Inclusive	Diverse and Inclusive Narratively Complex	Resistant texts	Archaic Language	Early stages poem, rhythm/ rhyme Complexity of plot	Complex/Resistant Texts Diverse and Inclusive
<b>Year 2</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Continents and oceans: Pirates</b>	<b>Great Fire of London</b>	<b>Hot and cold places: Kenya and the UK</b>	<b>Travel and transport</b>	<b>Women who change the world</b>	<b>United Kingdom: The Seaside</b>
<b>Key texts</b>	Pig the Pug (fiction)  The Day the Crayons Quit (fiction)	Great Fire of London (non-fiction texts)  The Owl and the Pussy Cat (poetry)	The Bear and the Piano (fiction)	For the Birds – (animation video)  Perfectly Norman	The Journey Home  The Owl who was Afraid of the Dark	Seaside poetry  Somebody Swallowed Stanley
<b>Text types</b>	Fiction	Non-Fiction – Great Fire of London texts Poetry: Classic poetry by Edward Lear	Fiction: Bravery vs fear narrative	Animation video Fiction	Fiction – Creation and conservation	Fiction Poetry
<b>Writing genres</b>	Letter writing Story writing Leaflet	Recount Explanations Descriptions Comparisons Letters Interviews Lists Instructions Poems	Letters of advice Short news reports Writing in role Retellings Information poster Narrative	Comparison Explanation Story writing Character description Letter	Posters Lists Postcards Wanted Posters Information report Short stories Persuasive letter	Shape poem, sea shanty, acrostic poem,  Information poster Writing a sequel
<b>Coverage of complex text types</b>	Complex narrative	Archaic language Historical context	Complex narrative	Figurative/symbolic text	Resistant text	Non-linear

		Complex/Resistant Texts				Complex/Resistant Texts
<b>Year 3</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Stone age to Iron Age</b>	<b>Extreme earth: Mountains and Volcanoes</b>	<b>Ancient Egyptians</b>		<b>Climate zones: India</b>	<b>Conservation: Our Local Area</b>
<b>Key texts</b>	The First Drawing The Tear Thief	Nature Poetry Varmints	Cinderella of the Nile There's a Pharaoh in my Bath	The Princess' Blankets The Tin Forest	Cloud Tea Monkeys Non-fiction texts – topic write	The Heart in a Bottle
<b>Text types</b>	Diary entry Narrative Letter writing Report writing	Poetry Journal Non-chronological report	Newspaper report Diary entry Letter writing	Narrative Informal letter Writing Persuasive writing Formal letter writing	Instructions Non-chronological report	Diary entry narrative
<b>Writing genres</b>	Historical Fiction Contemporary fairy tale	Poetry Fiction/picture book	Traditional Tales Comedy/adventure	Fairy tale Poetic fable	Modern folk tale	Fiction/picture book
<b>Coverage of complex text types</b>	Historical context Complex/resistant Texts	Complex/Resistant Texts	Historical context Diverse and Inclusive	Complex/Resistant Texts	Diverse and Inclusive	Complex/Resistant Texts
<b>Year 4</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Food and agriculture</b>	<b>Rivers</b>	<b>London at war: a local history study</b>	<b>Anglo-Saxons and Vikings</b>	<b>The Kingdom of Benin</b>	<b>Environmental and social activism</b>
<b>Key texts</b>	Weslandia – Paul Fleischman (Fiction) Overheard in a Tower Block and Werewolf Club Rules - Joseph Coelho (poetry)	Tar Beach – Faith Ringgold (fiction)	The Lion, the Witch and the Wardrobe – C.S Lewis (fiction)	Iron Man – Ted Hughes – (fiction) Viking Voyagers – Jack Tite (non-fiction)	Children of the Benin Kingdom – Dinah Orji (fiction)	Gulliver's Travels – Jonathon Swift (abridged version – fiction)
<b>Text types</b>	Poetry – rhyming poems, repeating poems, free verse poetry	Fiction – play scripts, character/setting description	Fiction – fantasy story writing, diaries, invent a character	Fiction – diaries/logbooks, suspense story writing	Fiction –	Fiction – diaries/logbooks, setting description

	Fiction – retelling the story  Non-fiction – writing a brochure, persuasive writing, book review	Non-Fiction – letters	Non-fiction – newspaper writing, book appraisal  Poetry – writing a prophecy	Non-fiction – statement writing, postcards/letters, newspaper writing	Non-fiction – non-chronological report, recounts, letter	Non-fiction - leaflets
<b>Writing genres</b>	Children’s social fiction/picture book Poetry	Part autobiographical/part fiction	Fantasy narrative	Suspense narrative Myths and Legends	Historical narrative folktale	Adventure narrative
<b>Coverage of complex text types</b>	Complex/Resistant text	Resistant text Complexity of plot/symbol	Narratively complex Archaic language	Narratively complex	Figurative/symbolic text Diverse and Inclusive	Archaic Language Historical context
<b>Year 5</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Romans</b>	<b>Victorians</b>	<b>London</b>	<b>North America: Mexico</b>	<b>Space</b>	<b>The Environment</b>
<b>Key texts</b>	Julius Zebra	The Little Match Girl  A Christmas Carol	Pride – The Story of Harvey Milk and the Rainbow Flag  The London Eye Mystery	High Rise Mystery	The Lost Thing  Hidden Figures	Firebird  Willow pattern
<b>Text types</b>	Fiction Non-fiction Poetry	Fiction Non-fiction	Fiction Non-fiction	Fiction Non-fiction Poetry	Fiction Non-fiction	Fiction Non-fiction Poetry
<b>Writing genres</b>	Newspaper article Formal letter Instructions Setting description Non-chronological report Poetry	Setting description Monologue Diary Discussion Character description Suspense	Setting description Poetry Story writing Discursive Leaflet Recount Biography	Character description Police report Setting description Newspaper article Dialogue Formal persuasive letter Extended Narrative Travel brochures Persuasive writing	Non-chronological reports Formal persuasive letter Informal letter Diary entry Character description Newspaper report (opinion piece) Discursive Instructions	Character description Formal letter Summary Non-chronological report Setting description Discursive Fact file Poetry

<b>Coverage of complex text types</b>	Complex/Resistant	Archaic Language Historical Context Non-linear	Diverse and Inclusive	Historical context Complex/Resistant	Diverse and Inclusive Complex/Resistant	Complex/Resistant
<b>Year 6</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topics</b>	<b>Ancient Greece</b>	<b>Ancient Maya</b>	<b>Japan</b>	<b>Europe</b>	<b>Post 1066 study: The History of Medicine</b>	
<b>Key texts</b>	The Odyssey  Theseus and the Minotaur	The Arrival	Origami Yoda  The Water Tower	The Three Little Pigs  The Wedding Ghost	Titanic	Wolf Brother
<b>Text types</b>	Fiction Non-fiction	Fiction Poetry	Fiction Non-fiction Poetry	Fiction	Fiction Non-fiction	Fiction Poetry
<b>Writing genres</b>	Speeches (proclamation, persuasive, soliloquy) Diary entry Dialogue Missing scene Postcard Advertisement Chronological report Fact file	Recount Diary entry Setting description Interview Diary entry Dialogue Letter Narrative recount Poetry	Instructions Discursive Debate Diary entry Authorial style Non-chronological report Poetry	Journalistic writing Interview Letter Balanced discussion Narrative retelling Alternative ending Character description Setting description Dialogue Suspense writing Flashback writing Discursive	Promotional description Newspaper report Formal and informal letters Setting description Witness statement Discursive Recount Non-chronological report	Setting description Narrative retelling Alternative narrative retelling Character description Poetry
<b>Coverage of complex text types</b>	Historical context	Historical context Diverse and Inclusive Complex/Resistant	Complex/Resistant	Archaic Complex/resistant Non-linear	Historical context	Complex/Resistant

### Historical Context

Texts about:

- historical figures
- non-fiction (events in history)
- narrative set in time historically
- historical themes.

### Non-linear Time Sequences

Texts where:

- language is used in lively and inventive ways
- time moves in fits and starts
- narration is nuanced to create an image.

### Archaic Language

Texts where:

- vocab and expression are antiquated
- old fashioned phrasing
- traditional tales or contemporary classics

### Complex/Resistant Texts

Texts that:

- are complex in narration/plot
- have meaning or a message in the story
- have nuances, uncertainties, metaphors and symbolism

• written by a skilful or experienced children's writer.

• are often poetry.

**Diverse and Inclusive**

Texts with/that:

different cultural settings

positively reflect and are inclusive of children's interests and backgrounds.

deal with important themes

include authors/characters from diverse racial backgrounds.

that are gender diverse.

can be used to promote discussion and reflection