



English – Writing 8 Year Overview (Autumn)

Intent: To foster a love for writing by immersing pupils in high quality texts that ignite and inspire their imaginations. Pupils are engaged and motivated to write for a range of purposes and audience and are provided with skills to do this clearly, accurately, and coherently, adapting their language and style for many different contexts.

Components:				Purposes for Writing:		
Transcription- Handwriting	Transcription- Spelling	Transcription - Grammar	Transcription – Punctuation	Writing to entertain	Writing to inform	Writing to persuade
Composition				Story, Narrative, Description, Poetry, Play script	Recount, Letter, Instructions, Poster, Explanation, Biography, Newspaper, Report	Argument, Review, Letter, Leaflet, Advert, Speech, Debate

Guiding Principles:

- Genres are to be sequenced throughout the term with a range of audiences being explored and will be revisited over the year
- Planning will follow the teaching and learning sequence: Immerse/Analyse/Plan/Write
- Teaching sequences should be linked to your bookshelf texts, the character traits and/or a cross- curricular focus. They should incorporate the grammatical content as outlined in the 8YO
- The content of this 8YO is our minimum offer for all pupils, which can be complimented with additional writing opportunities to reflect the needs and interest of the cohort and fire their interest as authors
- Additional writing opportunities that structure and support writing should be provided as part of/in addition to your sequence (*E.g. Slow Writing to focus on specific area/s of Transcription*)

EYFS

Please follow these links to access our EYFS 'Readiness to Write' progression documents:

[Autumn Pre- School Readiness to Write progression.pdf](#)

[Autumn Reception Readiness to Write progression.pdf](#)



Year
1

English – Writing 8 Year Overview (Autumn)

Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6
Year 2	Purpose/Genre: Sentence Work Key Skills: Teach + Practise - Capital letters (P) - Full stops (P) - Word classes (G) - Noun Phrases (G) - Use coordinating conjunctions (and, or, but, so) (G) - Writing in 1st and 3rd person (C) - Oral rehearsal (sentence by sentence) Teach + Practise - Question marks (P) - Determiners: the, a, an (G)	Purpose/Genre: Entertain Character Description Key Skills: Revisit + Practise - Capital letters (P) - Full stops (P) - Word classes – focusing on nouns and adjectives (G) - Use coordinating conjunctions (and, or, but, so) (G) - Exclamation marks (P) Teach + Practise - Expanded noun phrases (G) - Commas to separate adjectives(P) Apply - Sequence multiple sentences and link similar ideas together (e.g. looks like – facial features, then personality) – extended short character description	Purpose/Genre: Entertain Poetry (pattern, rhyme & description) Key Skills: Revisit + Practise - Capital letters (P) - Full stops (P) - Question marks (P) - Word classes (G) - Expanded Noun Phrases (G) Teach + Practise - Expanded noun phrases (G) - Commas to separate adjectives(P) Apply - Produce a poem focusing on pattern, rhyme and/or description	Purpose/Genre: Entertain Narrative – Story re-tell Key Skills: Revisit + Practise - Capital letters (P) - Full stops (P) - Word classes – focusing on nouns and adjectives (G) - Expanded noun phrases (G) - Commas to separate adjectives(P) - Use coordinating conjunctions (and, or, but, so) (G) 3rd person (C) - Past tense Apply - Extended piece - sequencing sentences to form short narrative using paragraphs to separate beginning, middle, end/different parts of the story. Plan or say aloud what they are going to write about	Purpose/Genre: Entertain Narrative – Diary Key Skills: Revisit + Practise - Capital letters (P) - Full stops (P) - Word classes (G) - Expanded noun phrases (G) - Commas to separate adjectives (P) - Use coordinating conjunctions (and, or, but, so) (G) - Question marks (P) - Exclamation marks (P) Teach + Practise 'Because' as a subordinating conjunction (G) 1st person (C) - Past tense and past progressive (G) -ed suffix - Apostrophes for contraction (P) Apply - Extended piece - sequence multiple sentences and link similar ideas together	Purpose/Genre: Inform Non-chronological report (option of link to History 'People who changed the World') Key Skills: Revisit + Practise - Capital letters (P) - Full stops (P) - Word classes (G) - noun phrases (G) - Commas to separate adjectives (P) - Use coordinating conjunctions (and, or, but, so) (G) 'because' as a subordinating conjunction (G) 3rd person (C) Teach + Practise - Commas in a list (P) - Grammatical features of genre (E.g. headings, paragraphs, bullet points) Apply - Extended piece - sequencing sentences to inform and include multiple paragraphs	Purpose/Genre: Inform Instructions Key Skills: Revisit + Practise - Capital letters (P) - Full stops (P) - Word classes (G) - noun phrases (G) - Use coordinating conjunctions (and/so) and subordinating conjunction (because/when) (G) Teach + Practise - Imperative verbs (G) - Adverbs (-ly) (G) Apply - Extended piece of instructions (considering the layout and features of instruction)
	Presentation should be focused on throughout every teaching sequence. Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf						

Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 <i>National Poetry Day</i>	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6 Weeks 7-8 consolidate



Year 3

[illegible]

English – Writing 8 Year Overview (Autumn)

Year 4	Sentence Work Key Skills: Revisit + Practise Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while, what, if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Adverbs: -ly, 'then', 'next', 'soon' (G) - oral rehearsal Teach + Practise - Introduce fronted adverbials of time and place (G) Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G)	Entertain- Character Description Key Skills: Revisit + Practise - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Pronouns (it) to avoid repetition (G) - Group related material in a paragraph (C) - Sub- headings (C) Teach + Practise - Range of sentences with subordinating conjunctions when, where, while, who, what, if, that, because, although until, before and after (G) Apply Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub- headings	Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) Key Skills: Revisit + Practise - Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) - Rich vocabulary (C) - Fronted adverbials (G) Teach + Practise - Effective Similes. Basic metaphor and personification Apply Organise a stanza/s around a theme	Entertain – Story re-tell Key Skills: Revisit + Practise - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while what who, if, that, because, although until, before and after as conjunctions and prepositions (G) - Fronted adverbials of time and place (G) - Commas after fronted adverbials (P) - Inverted commas (P) - Pronouns across sentences and paragraphs (G) - Adverbs: -ly, 'then', 'next', 'soon' (G) Teach + Practise Focus on two technical skills identified from the half term Apply Extended piece: Beginning, build-up, dilemma, resolution and ending	Inform: letter Key Skills: Revisit + Practise - Present perfect (e.g. she has gone..') - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, while, who, what, if, that, because, although until (G) - Pronouns across sentences and paragraphs for cohesion (G) - Apostrophes for contraction - Group related material in a paragraph (C) Teach + Practise - Apostrophes for plural possession Apply Recount details of experience within grouped material within paragraphs	Entertain: narrative (Greek myth) (option of link to History: The Ancient Greeks) Key Skills: Revisit + Practise - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, where, who, while what, if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Fronted adverbials (G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas after fronted adverbials (P) - Inverted commas (P) Teach + Practise - Fronted adverbials of manner Apply Beginning/ build- up/ dilemma or dilemm/resolution/ending	Inform: Non- chronological report Key Skills: Revisit + Practise - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) - Use subordinating conjunctions: when, where, who, while what, if, that, because, although until (G) before and after as conjunctions and prepositions (G) - Fronted adverbials (G) - Commas after fronted adverbials (P) - Group related material in a paragraph (C) - Sub-headings and titles Teach + Practise - Sub-headings and titles - Pronouns across sentences and paragraphs for cohesion(G) Apply Present information around a topic in a layout
	• In bold should be consolidated Presentation should be focused on throughout every teaching sequence. Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf						

Autumn

A1 – Week 1 & 2

A1 – Week 3 & 4

A1 – Week 5

A1 – Week 6 & 7

A2 – Week 1 & 2

A2 – Week 3 & 4

A2 – Week 5 & 6

English – Writing 8 Year Overview (Autumn)

Year 5	National Poetry Day						Weeks 7-8 consolidate
	Purpose/Genre: Sentence Work Key Skills: <i>Revisit + Practise</i>	Purpose/Genre: Entertain- Character Description Key Skills: <i>Revisit + Practise</i>	Purpose/Genre: Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) Key Skills: <i>Revisit + Practise</i>	Purpose/Genre: Entertain: Narrative – Story re- tell Key Skills: <i>Revisit + Practise</i>	Purpose/Genre: Persuade: letter Key Skills: <i>Revisit + Practise</i>	Purpose/Genre: Entertain: setting description Key Skills: <i>Revisit + Practise</i>	Purpose/Genre: Inform: non- chronological report/ Inform: biography (option of link to History: The Vikings) Key Skills: <i>Revisit + Practise</i>
	- Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - adverbials of time and place (G) - Commas for clarity (P) - Pronouns across sentences for cohesion (G) oral rehearsal Teach + Practise - Colon to make independent clauses for more detail (P) - Commas to show parenthesis (P)	- Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Relative clauses(G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) Commas for clarity (P) - Colon for more detail (P) - Group related material in a paragraph (C) - Sub- headings (C) Teach + Practise Range of sentences with coordinating and subordinating conjunctions(G) Apply Organise a paragraph/s around a theme e.g. facial features/ personality/ habitat with sub- headings	- Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Rich vocabulary (C) Teach + Practise - Effective Similes and personification. Basic metaphor - Range of adverbials (G) - Semi- colon for list (P) Apply Organise a stanzas around a theme	- Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Relative clauses(G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Colon for more detail (P) - subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) - before and after as conjunctions and prepositions (G) - adverbials of time and place (G) - colon for more detail (P) Teach + Practise Range of sentences with coordinating and subordinating conjunctions(G) Apply Extended piece: retell of a chapter with structured paragraphs with related content	- Relative clauses(G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Colon for more detail (P) - subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) - apostrophes for possession and contraction - possessive pronouns Teach + Practise - modal verbs e.g. might, should, will, must Apply Formal or informal letter to execute relevant skills	- Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Relative clauses(G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Colon for more detail (P) - subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) - before and after as conjunctions and prepositions (G) - adverbials of time and place (G) - colon for more detail (P) Teach + Practise - sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail Apply Paragraph/s depicting setting detail of place, weather and atmosphere	- Relative clauses(G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Colon for more detail (P) - subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) - before and after as conjunctions and prepositions (G) - possessive pronouns - apostrophes for possession - adverbials of time and place (G) - group related content in paragraphs - sub-headings - bullet points Teach + Practise - parethesis with brackets, commas and dashes Apply Extended piece with full paragraphs of content to inform in detail about a subject/person

• **In bold** should be consolidated
Presentation should be focused on throughout every teaching sequence.

English – Writing 8 Year Overview (Autumn)

Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught
Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

Autumn							
	A1 – Week 1 & 2	A1 – Week 3 & 4	A1 – Week 5 National Poetry Day	A1 – Week 6 & 7	A2 – Week 1 & 2	A2 – Week 3 & 4	A2 – Week 5 & 6 Weeks 7-8 consolidate
Year 6	Purpose/Genre: Sentence Work Key Skills: <i>Revisit + Practise</i> - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - adverbials of time/place/manner (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Pronouns across sentences for cohesion (G) - Punctuation for parenthesis (P) - oral rehearsal	Purpose/Genre: Entertain- Character Description (analysis) Key Skills: <i>Revisit + Practise</i> - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Range of sentences with coordinating and subordinating conjunctions (G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) - Commas for clarity and ambiguity (P) - Colon for more detail (P) - Group related material in a paragraph (C) - Sub- headings (C) Teach + Practise - Colon and Semi-colon to mark independent clauses (P) - Causal conjunctions Apply Organise a paragraph around a theme e.g. facial	Purpose/Genre: Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor) Key Skills: <i>Revisit + Practise</i> - Expanded noun phrases with addition of modifying adjectives, nouns and preposition (G) - Rich vocabulary (C) - Fronted adverbials (G) Teach + Practise - Effective Similes, personification and metaphor - Semi- colon for list (P) Apply Organise a stanzas around a theme	Purpose/Genre: Narrative – Story re-tell Key Skills: <i>Revisit + Practise</i> - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - adverbials of time/place/manner (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Pronouns across sentences for cohesion (G) - Punctuation for parenthesis (P) - Colon and semi-colon to mark independent clauses for more detail (P) - oral rehearsal	Purpose/Genre: Persuade: letter Key Skills: <i>Revisit + Practise</i> - Relative clauses (G) - Pronouns across sentences and paragraphs for cohesion (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Colon and semi-colon to mark independent clauses for more detail (P) - subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) - apostrophes for possession and contraction - possessive pronouns Teach + Practise - Informal and formal vocabulary - Structures typical of informal/ formal speech e.g. subjunctive or question tags Apply Full letter (informal or formal) demonstrating relevant technical skills	Purpose/Genre: Entertain: setting description Key Skills: <i>Revisit + Practise</i> - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - adverbials of time/place/manner (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Pronouns across sentences for cohesion (G) - Punctuation for parenthesis (P) - Colon and semi-colon to mark independent clauses for more detail (P) - oral rehearsal	Purpose/Genre: Inform: non- chronological report/ Inform: biography (option of link to History: Islamic Civilisations) Key Skills: <i>Revisit + Practise</i> - Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) - Use coordinating conjunctions (and/so/but/or/for/nor/yet) and subordinating conjunctions: when, who, where, while what. if, that, because, although until (G) before and after as conjunctions and prepositions (G) - adverbials of time/place/manner (G) - Commas to show parenthesis (P) - Commas for clarity (P) - Pronouns across sentences for cohesion (G) - Punctuation for parenthesis (P) - Colon and semi-colon to mark independent clauses for more detail (P) - oral rehearsal - Commas to clarify and avoid ambiguity (P) Teach + Practise Passive voice Apply

English – Writing 8 Year Overview (Autumn)

	features/ personality/ habitat with sub- headings		Commas to clarify and avoid ambiguity (P) Teach + Practise Range of sentences types for meaning and effect Apply Extended piece: retell of a chapter with structured paragraphs with related content		Commas to clarify and avoid ambiguity (P) Teach + Practise Cohesion across sentences: conjunctions; repetition of key words; pronouns; adverbials of place (G) Apply Paragraph/s to depict place, weather and atmosphere	Extended piece with full paragraphs of content to inform in detail about a subject/person
	In bold should be consolidated Presentation should be focused on throughout every teaching sequence. Use handwriting lessons as an opportunity to practise words/sentences linked to the bookshelf text and/or genre (where applicable – linked to the handwriting focus) and vice versa; use English lessons to practise letters/joins you know you have taught Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf					