



English – Writing 8 Year Overview (Spring)

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 of : 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

Year 2

Year 3



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Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

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Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 4	Purpose/Genre: Entertain: character in a setting description Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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) before and after as conjunctions and prepositions (G) Pronouns across sentences for cohesion (G) Adverbs: -ly, 'then', 'next', 'soon' (G) Apostrophes for contraction and possession (P) Teach + Practise <ul style="list-style-type: none"> <i>Specific</i> audience and purpose Fronted adverbials of time, place and manner Commas after fronted adverbials Apply Developed paragraph with rich detail about senses within a setting	Purpose/Genre: Entertain: narrative Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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) Adverbs: -ly, 'then', 'next', 'soon' (G) Fronted adverbials of time, place and manner (G) Pronouns across sentences and paragraphs for cohesion (G) Commas after fronted adverbials (P) Inverted commas (P) Teach + Practise <ul style="list-style-type: none"> <i>Specific</i> audience and purpose Punctuation within inverted commas (P) Reporting and adverbial clause (G) Apply	Purpose/Genre: Inform: Inform – Letter or Inform- recount (if relevant e.g. trip) Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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, before and after(G) before and after as conjunctions and prepositions (G) Pronouns across sentences and paragraphs for cohesion (G) Apostrophes for contraction and possession (P) Teach + Practise <ul style="list-style-type: none"> Apostrophes for plural possession e.g. girls' clothes Apply Recount details of experience within grouped material within paragraphs	Purpose/Genre: Persuade-letter Key Skills: Revisit + Practise <ul style="list-style-type: none"> Imperative verbs (G) 2nd and 3rd person Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Exclamation marks (P) Rhetorical question-question marks (P) Use coordinating conjunctions (and/so/but/or/ for/nor/yet) and subordinating conjunctions: when, where, while, who, what, if, that, because, although until, before and after(G) before and after as conjunctions and prepositions (G) Teach + Practise Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Apply Structured letter to persuade relevant audience	Purpose/Genre: Inform-instructions (link to History topic 'Roman Empire in Britain' if relevant) Key Skills: Revisit + Practise <ul style="list-style-type: none"> Imperative verbs (G) Adverbs (-ly) (G) Coordinating subordinating conjunctions, including when, because, although, while, before and after (G) 2nd person (C) Commas after adverbials (P) Commas to separate items in list (P) Adverbs: -ly, 'then', 'next', 'soon' (G) Before and after as conjunctions and prepositions (G) Teach + Practise <ul style="list-style-type: none"> Preposition phrases (G) Adverbials of manner (G) Apply List of instructions	Purpose/Genre: Inform-explanation (linked to Science) Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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) 3rd person (C) Pronouns (he/she/they) (G) headings Subheadings for group related content (C) Teach + Practise <ul style="list-style-type: none"> Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as Apply Group related content in paragraphs with sub-headings	Purpose/Genre: Entertain-playscript Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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) Exclamation and question marks (P) Pronouns across sentences and dialogue for cohesion (P) Apostrophes for contraction and possession (P) Teach + Practise <ul style="list-style-type: none"> Present perfect form of verbs e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i> Brackets for stage directions (P) Colon between name and dialogue (P) Apply Short playscript with developed demarcated dialogue between characters

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Extended narrative to show beginning/build up/ dilemma, resolution/ ending

- **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

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Year 5	Purpose/Genre: Character in Setting Description Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Effective adverbials for time, place and manner Apply Developed paragraph with rich detail about senses within a setting	Purpose/Genre: Entertain: Narrative Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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, place and manner (G) commas after fronted adverbials (P) Teach + Practise	Purpose/Genre: Inform: Inform- Explanation (link with Geography topic of Central America or Science) Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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 of time, place and manner (G) Commas after fronted adverbials (P) Commas for clarity (P) Colon for more detail: to mark independent clause (P) 	Purpose/Genre: Persuade: letter Key Skills: Revisit + Practise <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (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 of time, place and manner (G) Commas after fronted adverbials (P) Commas to show parenthesis (P) 	Purpose/Genre: Persuade: balanced argument Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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 of time, place and manner (G) Commas after fronted adverbials (P) Commas for clarity (P) Colon for more detail: to mark independent clause (P) Semi-colon for independent clause (P) Brackets and commas to indicate parenthesis (P) Relative clauses (G) 	Purpose/Genre: Inform: non- chronological or chronological report/ Inform: biography (link with History topic of the Maya) Key Skills: Revisit + Practise <ul style="list-style-type: none"> 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 of time, place and manner (G) Commas after fronted adverbials (P) Commas for clarity (P) Colon for more detail: to mark 	Consolidate

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	<ul style="list-style-type: none">• Devices to aid cohesion: pronouns and conjunctions• Repetition of key words (synonyms) <p>Apply Extended narrative to present beginning/build up/dilemma/resolution/ending</p>	<ul style="list-style-type: none">• Semi-colon for list (P)• Brackets and commas to indicate parenthesis (P)• Relative clauses (G)• Group related material in a paragraph (C)• Sub-headings and titles <p>Teach + Practise</p> <ul style="list-style-type: none">• Pronouns across sentences and paragraphs for cohesion(G)• Synonyms for repetition (S)• Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as• Semi-colon to mark independent clause (P) <p>Apply Developed explanation of process/ context in paragraph/s as a cohesive layout</p>	<ul style="list-style-type: none">• Brackets, commas and dashes for parenthesis (P)• Commas for clarity (P)• Colon and semi-colon for independent clause (P)• Semi-colon for list• subordinating conjunctions: when, who, where, while what. if, that, because, although until (G)• apostrophes for possession and contraction• possessive pronouns• present perfect e.g. <i>he has tried..</i>) (G) <p>Teach + Practise</p> <ul style="list-style-type: none">• Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs such as might, should, will, must <p>Apply Formal or informal letter to execute relevant skills</p>	<ul style="list-style-type: none">• Group related material in a paragraph (C)• Sub-headings and titles <p>Teach + Practise</p> <ul style="list-style-type: none">• Conjunctive adverbs: after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus <p>Apply Extended piece with paragraphs around a supporting view</p>	<ul style="list-style-type: none">• Semi-colon for list (P)• Brackets and commas to indicate parenthesis (P)• Relative clauses (G)• Group related material in a paragraph (C)• Sub-headings, bullet points and titles <p>Teach + Practise</p> <ul style="list-style-type: none">• Use devices to build cohesion within a paragraph e.g then, after that, this, firstly• Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly,• Link ideas across paragraphs using pronouns and repetition of key words <p>Apply Present information around a topic in a layout</p>
<ul style="list-style-type: none">• In bold should be consolidated <p>Presentation should be focused on throughout every teaching sequence.</p> <p>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</p> <p>Spelling in adherence with https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf</p>					

Spring							
	Sp1 – Week 1 & 2	Sp1 – Week 3 & 4	Sp1 – Week 5 & 6	Sp2 – Week 1 & 2	Sp2 – Week 3 & 4 Assessment	Sp2 – Week 5 & 6	Sp2 – Week 7
Year 6	Purpose/Genre: Character in Setting Description Key Skills:	Purpose/Genre: Entertain: Narrative Key Skills:	Purpose/Genre: Inform: Inform- Explanation	Purpose/Genre: Persuade: letter Key Skills:	Purpose/Genre: Persuade: balanced argument	Purpose/Genre: Inform: non- chronological or chronological report/ Inform: biography	Consolidate

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	<p>Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Commas for parentheses (P) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clauses (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) sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail <p>Teach + Practise</p> <ul style="list-style-type: none"> devices to build cohesion within and across sentences and paragraphs: repetition of a word or a phrase, ellipsis dialogue for advancing action <p>Apply Paragraph/s depicting character motivation, setting detail of place, weather and atmosphere</p>	<p>Revisit + Practise</p> <ul style="list-style-type: none"> Expanded noun phrases with addition of modifying adjectives, nouns and preposition phrases (G) Relative clauses(G) Commas for parentheses (P) Pronouns across sentences and paragraphs for cohesion (G) Commas to show parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clauses (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) sentences to support understanding of adverbials of manner (G) to depict sensitive and specific detail <p>Teach + Practise</p> <ul style="list-style-type: none"> advancing action across sentences and paragraphs using: conjunctions, adverbials, passage of time techniques <p>Apply</p>	<p>(link with Geography topic of Caribbean/ settlement and tourism or Science)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely (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 of time, place and manner (G) Commas after fronted adverbials (P) Commas for clarity (P) Colon for more detail: to mark independent clause (P) Semi-colon for list (P) Brackets and commas to indicate parenthesis (P) Relative clauses (G) Group related material in a paragraph (C) Sub-headings and titles (C) Pronouns across sentences and paragraphs for cohesion(G) Synonyms for repetition (S) <p>Teach + Practise</p>	<p>Revisit + Practise</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (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 of time, place and manner (G) Commas after fronted adverbials (P) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) Semi-colon for list apostrophes for possession and contraction (if informal) possessive pronouns (G) present perfect e.g. <i>he has tried..</i> (G) <p>Teach + Practise</p>	<p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely (G) Relative clauses(G) Use use of adverbials such as 'on the other hand', 'in contrast' or 'as a consequence' and ellipsis Pronouns across sentences and paragraphs for cohesion (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 of time, place and manner (G) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Colon and semi-colon for independent clause (P) Semi-colon for list Apostrophes for possession (P) Possessive pronouns (G) <p>Teach + Practise</p> <ul style="list-style-type: none"> Use of the semi-colon, dash and colon to indicate a stronger subdivision of a 	<p>(link with History topic of West African and Caribbean heritage)</p> <p>Key Skills: Revisit + Practise</p> <ul style="list-style-type: none"> Use layout devices e.g. headings, sub-headings, columns, bullets or tables to structure text Use bullet points to list information Use expanded noun phrases to convey complicated information concisely (G) Relative clauses(G) Pronouns across sentences and paragraphs for cohesion (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 of time, place and manner (G) Brackets, commas and dashes for parenthesis (P) Commas for clarity (P) Semi-colon for list Apostrophes for possession (P) Possessive pronouns (G) Use the semi- colon, colon and dash to mark the boundary
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	Extended narrative to present beginning/build up/dilemma/resolution/ending	<ul style="list-style-type: none"> Causal conjunctions to develop explanation: because, since, so therefore, as a result, thus, even though, for this reason, as Semi-colon to mark independent clause (P) Understand how hyphens can be used to avoid ambiguity 	<ul style="list-style-type: none"> Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing 	<p>sentence than a comma</p> <ul style="list-style-type: none"> Conjunctive adverbs: <p>after all, as a result, consequently, finally, for example, furthermore, hence however, in addition, in fact incidentally, indeed, instead likewise, meanwhile, on the contrary, on the other hand, otherwise, still, therefore thus</p> <ul style="list-style-type: none"> Use the passive to affect the presentation of information in a sentence 	<p>between independent clauses</p> <p>Teach + Practise</p> <ul style="list-style-type: none"> Use the colon to introduce a list and use of semi- colons within lists Use the passive to affect the presentation of information in a sentence
		<p>Apply</p> <p>Developed explanation of the processes/ context in paragraph/s as a cohesive layout</p>	<p>Apply</p> <p>Formal or informal letter to execute relevant skills</p>	<p>Apply</p> <p>Extended piece with paragraphs around a supporting view</p>	<p>Apply</p> <p>Present information around a topic in an ambitious layout</p>

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