# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

# WRITING OVERVIEW TERM 1

| HEDGEHOG CLASS | Term 1: Fairytales |
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| **Writing to Entertain**<br> <br> | **Genres**<br>Week 1: Description of the Giant<br><br>Week 2: story writing (Jack & the Beanstalk)<br><br>Week 3: Ginger Bread Man poster<br><br>Week 4: Gingerbread man story retell<br><br>Week 5: Description Big Bad Wolf<br><br>Week 6: Little Red Riding Hood Retell<br><br>Week 7: Own Fairytale |
| **Grammar and sentences**<br>Use **coordinating conjunctions** to link two main ideas:<br>*They pulled and pulled at the turnip to get it out.*<br><br>Use **noun phrases** which add detail to description:<br>*very old grandma, brave woodchopper*<br><br>Use the **progressive form** for verbs:<br>*Goldilocks was walking* through the woods.<br><br>Use **exclamation sentences** where appropriate:<br>*What big eyes you have, Grandma!* | |

| Adverbials | Conjunctions | Punctuation Content |
|---|---|---|
| First<br>Then<br>Next<br>After<br>Later<br>The next day… | and<br>but<br>so<br>or<br>when | Use **finger spaces** between words<br>Use **capital letters** & **full stops** to mark sentences<br>Use **capital letter** for first person 'I'<br>Use **apostrophes** to mark contractions, e.g. *didn't*<br>Use **exclamation marks**, particularly in relation to speech<br>Begin to use **inverted commas** to mark direct speech where appropriate. |

| FOX CLASS | Term 1: WW1 |
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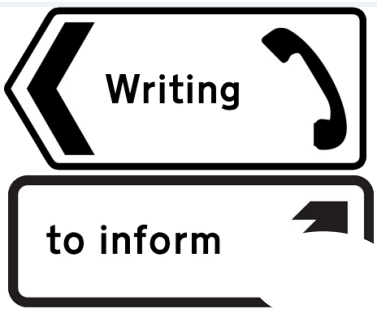
| **Writing to Inform**<br>**Archie's War Scrapbook**<br>  | **Genres**<br>Week 1: Summer holidays recount<br><br>Week 2: Description/fact-file of Archie Albright<br><br>Week 3: Recount of Archie's week<br><br>Week 4: Diary entry as a soldier (Archie's Dad)<br><br>Week 5: Information text about animals on the front line<br><br>Week 6: Letter to from Mum about the home front<br><br>Week 7: Leaflet advertising the countryside<br><br>Week 8: Harvest soup instructions |
| **Grammar and sentences**<br>Use **coordinating conjunctions** to link two main ideas:<br>*Badgers sleep in the day and look for food at night.*<br>Use **subordinating conjunctions** in the middle of sentences:<br>*Badgers can dig well because they have sharp claws.*<br>Use **noun phrases** which inform:<br>*sharp claws, black fur*<br>Use **command sentences** where appropriate:<br>*Cut the template out.*<br>Use **question sentences** where appropriate:<br>*Did you know foxes are nocturnal?*<br>Use **exclamation sentences** where appropriate:<br>*What a fantastic time we all had!* | |

| Adverbials | Conjunctions | Punctuation Content |
|---|---|---|
| First<br>Firstly<br>Next<br>After<br>Later | and<br>but<br>so<br>or<br>when<br>if | Use **finger spaces** between words<br>Use **capital letters, full stops, question marks & exclamation marks** to mark sentences |

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| | because | |

| BADGER CLASS | Term 1: |
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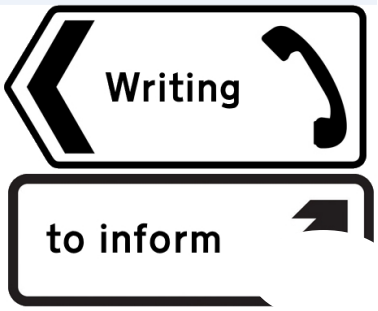
| **Writing to Inform**<br>  <br> | **Genres**<br>Week 1: expanded noun phrases: *Home Sweet Home*<br><br>Week 2: Vocabulary and Paragraphs *The Street*<br><br>Week 3: Organising mini-reports<br><br>Week 4: Structure, summarise and chronological organisation<br><br>Week 5: Houses for sale<br><br>Week 6: Independent Writing: planning "Home Sweet Home" |
| **Grammar and sentences**<br>Use **coordinating conjunctions** to link two main ideas:<br>*Badgers sleep in the day and look for food at night.*<br>Use **subordinating conjunctions** in the middle of sentences:<br>*Badgers can dig well because they have sharp claws.*<br>Use **noun phrases** which inform:<br>*sharp claws, black fur*<br>Use **commas** to separate items in a list:<br>*You will need flour, eggs, sugar and water.*<br>Use **exclamation sentences** where appropriate:<br>*What a fantastic time we all had!* | |

| Adverbials | Conjunctions | Punctuation Content |
|---|---|---|
| First<br>Firstly<br>Next<br>After<br>Later | and<br>but<br>so<br>or<br>when<br>if<br>because | Consolidate four main punctuation marks (. , ! ?)<br>Use **capital letters** for proper nouns<br>Use **commas** to mark fronted adverbials:<br>*After lunch, we went into the museum*<br>Use **commas** to mark subordinate clauses:<br>*When he was a boy, Dahl did not like reading.*<br>Use **inverted commas** for direct speech |

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| | | Use **bullet points** to list items |

| OTTER CLASS | Term 1: |
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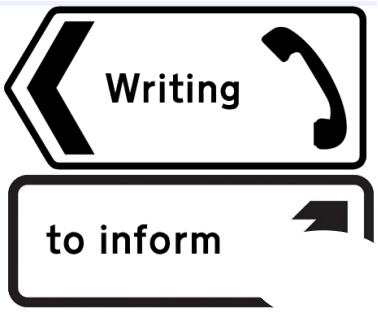
| **Writing to Inform**<br>  <br> | **Genres**<br>Week 1: Fact Sheets (Otters)<br><br>Week 2: Information sheet (the planets)<br><br>Week 3: Information sheet (assigned planet/sun)<br><br>Week 4: Report writing<br><br>Week 5: Report writing (Gunpowder plot)<br><br>Week 6: Instruction writing (Remembrance - cookie recipe?)<br><br>Week 7: Instruction writing |
| **Grammar and sentences**<br>Use **subordinating conjunctions** in varied positions,<br>*The Polar Bear, although it is large, can move at great speed.*<br>ϕ Use **expanded noun phrases** to inform,<br>*...a tall dark-haired man with a bright-red cap...*<br>ϕ Use **relative clauses** to add further detail<br>*We went to Downing Street, where the Prime Minster*<br>*lives, before visiting the Houses of Parliament.*<br>ϕ Begin to use **passive voice** to remain formal or detached,<br>*The money was stolen from the main branch.*<br>ϕ Begin to use **colons** to link related clauses,<br>*England was a good country to invade: it had plenty of useful land.* | |

| Adverbials | Conjunctions | Punctuation Content |
|---|---|---|
| Meanwhile<br>At first<br>After<br>Furthermore<br>Despite<br>As a result<br>Consequently<br>Due to | when<br>before<br>after<br>while<br>because<br>if<br>although<br>as | Use **brackets** or **dashes** to explain technical vocabulary.<br>Use **semi-colons** to punctuate complex lists, including when using bullet points<br>Use **colons** to introduce lists or sections<br>Use **brackets o**r **dashes** to mark relative clauses<br>Secure use of **commas** to mark clauses, including opening subordinating clauses |

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| For example | | Begin to use **colons** & **semi-colons** to mark clauses |

| DEER CLASS | Term 1: WW2 |
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| **Writing to Entertain**<br>**Adolphus Tips**<br> <br> | **Genres**<br>Week 1: Letter (**Adolphus Tips**)<br>Week 2: Letter (**Adolphus Tips**)<br>Week 3: Newspaper(**Adolphus Tips**)<br>Week 4: Story (**Adolphus Tips**)<br>Week 5: Story (**Adolphus Tips**)<br>Week 6: Piano **(Emotive piece)**<br>Week 7: Piano **(Emotive piece)** |
| **Grammar and sentences**<br>Use **subordinate clauses** to add detail or context, including in varied positions.<br>*Although Theseus was scared, he prepared to enter the maze.*<br>*Theseus, although he was scared, prepared to enter the maze.*<br>Use **relative clauses** to add detail or context:<br>*Amy grabbed the torch, which she'd strapped to her belt, quickly.*<br>Use a wide range of sentence structures to add interest. | |

| Adverbials | Conjunctions | Punctuation Content |
|---|---|---|
| Meanwhile<br>Later that day<br>Silently<br>Within moments<br>All night<br>Nearby<br>Under the treetops | if<br>when<br>because<br>while<br>as<br>until<br>whenever once<br>since<br>although<br>unless | Use **brackets** for incidentals:<br>*Amy saw Katie (her best friend) standing outside.*<br>Use **dashes** to emphasise additional information:<br>*The girl was distraught - she cried for hours.*<br>Use **colons** to add further detail in a new clause:<br>*The girl was distraught: she cried for hours.*<br>Use **semi-colons** to join related clauses:<br>*Some think this is awful; others disagree.* |

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| Never before<br>-ing openers<br>-ed openers | rather | |