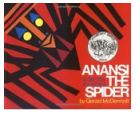
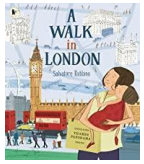
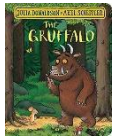
Morningside Curriculum Overview: Writing

Morningside Primary School and Children's Centre
Achieving and Aspiring Together

Writing at Morningside

Year 1

											
entertain	**entertain**	**inform**	**entertain**	**inform**	**entertain**	**entertain**	**inform**	**inform**	**inform**	**entertain**	**entertain**
retell	retell	instructions	retell	interview	retell	retell	report	letter	instructions	description	retell
Three-plot-point narrative	Three-plot-point narrative s	instructions	Three-plot-point narrative	Question and Answer (Q&A) interview	Four-plot-point narrative	Four-plot-point narrative	report	letter	instructions	setting description	Five-plot-point narrative
capital letters to start sentences full stop to end a sentence separating words with finger spaces	capital letters to start sentences direct object past tense action verb	write nouns begin to use command verbs conjunctions to list nouns.	compound subject maintain a consistent use of past tense distinguish between singular and plural nouns	distinguish between statements and questions appropriate stop marks for statements and questions first and third person state of being verbs	compound sentences with the coordinating conjunction 'and' compound object adjectives after a state of being verb *the boy is sad.*	compound sentences with the coordinating conjunction 'and' personal pronouns as subjects	state of being verbs adverbials: first, then, next, after, later, the next day etc…	first and third person lists of two adjectives after a state of being verb. *the boy is sad and scared.*	compound sentences with the coordinating conjunction 'and' adverbials: first, then, next, after, later, the next day etc… begin to use command verbs	begin to use exclamation marks personal pronouns as objects	begin to use exclamation marks adverbials: first, then, next, after, later, the next day etc…

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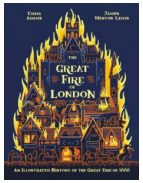
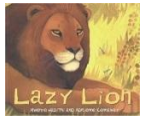
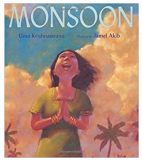
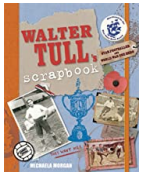
Year 2											
											
entertain	**inform**	**entertain**	**inform**	**inform**	**entertain**	**entertain**	**inform**	**entertain**	**inform**	**inform**	**entertain**
retell	instructions	retell	biography	diary	retell	retell	report	retell	letter	report	retell
4 plot point narrative	instructions for making toast	4 plot point narrative	3 paragraph biography	3 diary entries	5 plot point narrative	5 plot point narrative	non-chronological report	5 plot point narrative	4 paragraph letter	chronological report	5 plot point narrative
distinguish between simple and compound sentences adjectives before nouns acting as the subject expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	distinguish between a main clause and a phrase expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] commands (distinguish between statements and commands)	distinguish between a main clause and a phrase commas to list adjectives *it was a dark, long, leafy lane* prepositional phrases of time, place and movement within simple sentences	proper nouns compound sentences with the coordinating conjunction 'yet' adjectives before nouns acting as the object	prepositional phrases of time, place and movement that begin simple sentences compound sentences with the coordinating conjunction 'or' use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting]	distinguish between statements and exclamations subordination (using when, if, that, because) to join clauses. use of the progressive form of verbs in the present tense to mark actions in progress [for example, she is drumming]	adverbs of manner that begin sentences *silently, the bow swam across the river* compound sentences with the coordinating conjunction 'but'	proper nouns subordination (using when, if, that, because) to join clauses. present tense action verbs	subordination (using when, if, that, because) to join clauses. use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting]	how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command maintain a consistent use of present tense when writing present tense action verbs	proper nouns subordination (using when, if, that, because) to join clauses. past tense action verbs	subordination (using when, if, that, because) to join clauses. use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting] how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

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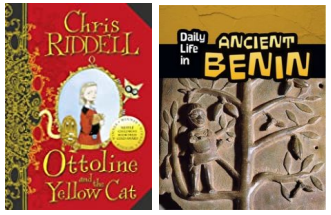
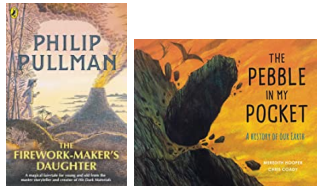
Year 3					
The Legend of Spud Murphy	**Ottoline and the Yellow Cat** 	**The Wild Robot**		**The Firework-Maker's Daughter** 	**The Iron Man**
Entertain	**Entertain**	**Entertain**	**Entertain**	**Entertain**	**Entertain**
Stories with Familiar Settings	Stories with Suspense	Imaginary Worlds	Adventure Narrative	Voyage and return narrative	Myths, Legends & Traditional Tales
Character description	*Opening paragraph*	*Setting description*	*Dilemma*	*Character description*	*Ending*
• convert spoken word into direct speech (statement) followed by a reporting clause • adverbs and adverbial phrases of time, place and manner that begin compound sentences • a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	• singular possession • adverbial phrases of manner, time and place that begin simple sentences • a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	• convert spoken word into direct speech (question and exclamation) followed by a reporting clause • appropriate verbs in reporting clauses for characterisation • prepositional phrases that begins a compound sentence • metaphor	• adverbs and adverbial phrases of time, place and manner that begin compound sentences • singular possession	• convert spoken word into direct speech (question and exclamation) followed by a reporting clause • metaphor • expressing time, place, using prepositions [for example, before, after, during, in, because of]	• prepositional phrases that begins a compound sentence • a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so') • metaphor
Inform	**Inform**	**Inform**	**Inform**	**Inform**	**Inform**
Instructions	Recount - Newspaper	Non-chronological reports	Letter	Recount/Diary	Explanation
short set of instructions	introduction	main paragraph	main paragraph	short entry (specific event)	One expositional paragraph
• a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet') • use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • adverbs that modify adjectives	• introduction to paragraphs as a way to group related material • headings and subheadings to aid presentation • singular possession • adverbial phrases of manner, time and place that begin simple sentences	• introduction to paragraphs as a way to group related material • a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	• a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so') • adverbs of place within simple sentence • use of the present perfect form of verbs instead of the simple past [for example, he has gone out to play contrasted with he went out to play]	• expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • prepositional phrases that begins a compound sentence	• headings and subheadings to aid presentation • introduction to paragraphs as a way to group related materia • expressing time, place and cause using adverbs [for example, then, next, soon, therefore]

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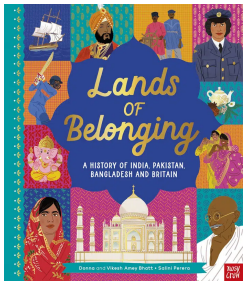
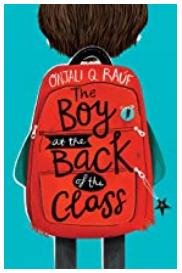
Year 4

The Miraculous Journey of Edward Tulane



The Girl Who Stole an Elephant

The Boy at the Back of the Class



Inform	Entertain	Entertain	Entertain	Entertain	Inform
Diary Entries	New chapter for class novel	Narrative - journey	Narrative -	Narrative - dilemmas	Newspaper article
single entry	Two-plot-point narrative extract	dialogue between two characters			
• distinguish between a main clause and a subordinate clause • complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although') • noun phrases expanded by the addition of modifying adjectives	• complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though') • convert spoken word into direct speech (statement) starting with a reporting clause • personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence	• convert spoken word into direct speech (question and exclamation) starting with a reporting clause • personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence • noun phrases expanded by the addition of modifying adjectives	• plural possession • sentences that open with present or past participles • complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')	• convert spoken word into direct speech (question and exclamation) starting with a reporting clause • personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence • expanded noun phrases that include a prepositional phrase	• personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence • standard english forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or i did instead of i done]
Entertain	**Persuade**	**Inform**	**Inform**	**Persuade**	**Inform**
Character description	letter	Non-chronological report	Explanation	speech	Instructions
One paragraph character description			Three expositional paragraphs	opening and closing paragraphs	short task instructions
• sentences that open with present or past participles • complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though') • fronted adverbials	• plural possession • expanded noun phrases that include a prepositional phrase • complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')	• Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • The grammatical difference between plural and possessive –s	• complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if') • noun phrases expanded by the addition of modifying adjectives	• complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though') • fronted adverbials	• the grammatical difference between plural and possessive –s • a set of instructions using complex sentences • complex sentences that open with a subordinate clause followed by a main clause

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Year 5

Coming to England

Who Let the Gods Out?

Kensuke's Kingdom

Inform	Entertain	Entertain	Entertain	Persuade	Entertain
Biography	Stories from other cultures	Traditional stories myths, legends	Overcoming the monster narrative	Advocacy Journalism - article	Modern fiction
introduction	One paragraph setting description using personification	Writing in role/character	Dilemma paragraph	introduction	*A paragraph that opens with direct speech*
• relative clauses (at the end of the main clause) as parenthesis • linking ideas across paragraphs using adverbials of place [for example, nearby]	• convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded • adverbs followed by present and past particles openers	• brackets and dashes for parenthesis - relative clauses • ellipsis as a stop mark and an incomplete thought • linking ideas across paragraphs using tense choices [for example, he had seen her before]	• adverbs followed by present and past particles openers • relative clauses (embedded) as parenthesis • ellipsis as a pause	• indicating degrees of possibility using modal verbs [for example, might, should, will, must] • conjunctive adverbs to open sentences • conjunctive adverbs after semicolons to combine and then link two main clauses	• convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded • relative clauses (embedded and at the end of the main clause) as parenthesis • ellipsis as a stop mark and an incomplete thought
Persuade	**Inform**	**Inform**	**Inform**	**Discuss**	**Inform**
Letter	Newspaper report	Non-chronological report	Explanation	Balanced argument	Instructions
Main paragraph	conclusion	Main paragraph including a colon introducing a list	Explanation of one part of a process	Pair of paragraphs with opposing viewpoints	Initial set of instructions for a simple task
• indicating degrees of possibility using adverbs [for example, perhaps, surely] • relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • conjunctive adverbs after semicolons to combine and then link two main clauses	• appositives (embedded and at the end of the main clause) as parenthesis • commas for parenthesis • relative clauses and appositives within compound sentences	• relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • relative clauses and appositives within complex sentences • use of the colon to introduce a list	• indicating degrees of possibility using modal verbs [for example, might, should, will, must] • conjunctive adverbs after semicolons to combine and then link two main clauses • devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	• conjunctive adverbs to open sentences • indicating degrees of possibility using adverbs [for example, perhaps, surely] • appositives (embedded and at the end of the main clause) as parenthesis	• conjunctive adverbs to open sentences • use of the colon to introduce a list • indicating degrees of possibility using modal verbs [for example, might, should, will, must]

Morningside Curriculum Overview: Writing

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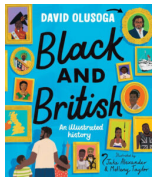
Year 6

Goodnight Mr Tom



Darwin's Dragons

Skellig

Inform	Entertain	Entertain	Inform	Persuade	Discuss
Biography & autobiography	**Classic Literature adventure**	**Short story with flashbacks**	**Recount- Diary**	**Persuasive Journalism**	**Discursive Speech**
Introductory paragraph	Conversation between two characters that moves the narrative forward	Flashback paragraph	Two paragraphs with linking devices	conclusion	A balanced paragraph with puts both viewpoints about a theme
• **Y5** relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • **Y5** commas for parenthesis • organise ideas into paragraphs to indicate a change in person, place or a jump in time	• the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *he's your friend, isn't he?* • ***Y5*** *convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded* • ***Y5*** ellipsis as a stop mark and an incomplete thought and as a pause within direct speech	• ellipsis as a cohesive device to link paragraphs • simple sentences to enhance the mood and/or add emphasis • write multi-clause complex sentences joined with one subordinating conjunction and one coordinating conjunction	• dash to mark the boundary between independent clauses • the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of subjunctive forms such as if i were or were they to come, in some very formal writing and speech] • linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase	• rhetorical devices • semi-colons to mark the boundary between independent clauses • linking ideas across paragraphs using a wider range of cohesive devices: grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]	• distinguish between active and passive voice • explain - use of the colon to mark the boundary between independent clauses [for example, it's raining; i'm fed up]
Persuade	**Discuss**	**Inform**	**Inform**	**Entertain**	**Entertain**
Persuasion - letter	**Balanced Argument**	**Report: Reference & text books**	**Explanation - Encyclopaedia**	**Character perspective**	**Modern fiction - mystery**
Main paragraph with rhetorical devices	Two balanced paragraphs with linking conjunctive adverbs	Main paragraph *using multi-clause compound sentences*	Main paragraph with passive voice and with active voice to contrast	Plot points from the perspective of different characters	Using action to drive plot
• semi-colons to mark the boundary between independent clauses • multi-clause compound sentences joined with two different coordinating conjunctions • rhetorical devices	• conjunctive adverbs to link paragraphs • write multi-clause complex sentences joined with two different subordinating conjunctions • use of the passive to affect the presentation of information in a sentence	• colon to introduce a list • semicolons within lists • multi-clause compound sentences joined with two different coordinating conjunctions • layout devices [for example, headings, sub-headings, columns, bullets, or tables]	• use of the passive to affect the presentation of information in a sentence • write a combination of sentence types to avoid repetition • hyphens to avoid ambiguity • layout devices	• simple sentences to enhance the mood and/or add emphasis • pathetic fallacy	• the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: he's your friend, isn't he?