



Mousehole School Writing Overview

Schooner Class (Year 5 and 6)						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Using modal verbs to indicate degrees of possibility Indicating degrees of possibility using modal	Synonyms and Antonyms How words are related by meaning as synonyms and antonyms Subjunctive Form Recognising vocabulary and structures that is appropriate for	Punctuation Using a colon to introduce a list Use of semi-colons within lists Punctuating bullet points Active and Passive Using passive verbs to affect the presentation of informa	Punctuation Using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses Using dashes to mark	Revision	Recap prior knowledge



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	<p>verbs [for example, might, should, will, must]</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p>	<p>formal speech and writing, including subjunctive forms</p>	<p>tion in a sentence</p> <p>Formal and Informal</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech</p>	<p>boundaries between independent clauses</p> <p>Hyphe ns</p> <p>Using hyphe ns to avoid ambiguity</p>	<p>Assessments</p>	
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						Schooner Class (Year 5 and 6)						
						Year A	Autumn 1	Autumn 2	Spring 1	Spring 2		Summer
	Using the perfect form of verbs to mark relationships of time and cause					Grammar	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	Synonyms and Antonyms How words are related by meaning as synonyms and antonyms	Punctuation Using a colon to introduce a list	Punctuation Using semi-colons to mark boundaries between independent clauses		Revision
	Using commas to clarify meaning or avoid ambiguity in writing						Using modal verbs to indicate degrees of possibility	Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms	Use of semi-colons within lists	Using colons to mark boundaries between independent clauses		Assessment
							Indicating degrees of possibility using modal verbs [for example, might, should, will, must]		Punctuating bullet points	Using dashes to mark boundaries between independent clauses		Cohesion
							Using adverbs to indicate degrees of possibility		Active and Passive Using passive verbs to affect the presentation of information in a sentence			Linking id paragraph wider range cohesive repetition or phrase grammatical connection
							Using brackets, dashes or commas to indicate parenthesis		Formal and Informal The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech			example, adverbials on the other in contrast a consequence and ellipsis
							Using expanded noun phrases to convey complicated information concisely			Hyphens Using hyphens to avoid ambiguity		Layout de example, sub-head columns, tables, to text]
												Terminology pupils: • Ellipsis



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					<p>Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Terminology for pupils: • Ellipsis</p>	
	<p>Narrative Character description</p> <p><i>Letters from the Lighthouse</i> Emma Carroll</p>	<p>Poetry</p> <p><i>Dulce et Decorum est</i> Wilfred Owen</p>	<p>Narrative Character and setting description</p> <p><i>Beowulf</i> Anglo Saxon saga</p>	<p>Diary recount</p> <p><i>The Dig</i> (Basil Brown, Sutton Hoo, Anglo Saxon hoard film)</p>	<p>Persuasive argument in informal style</p> <p><i>Room 101</i></p>	<p>Postcard recount</p> <p>Fantasy/horror camp postcard</p>
	<p>Instructions</p> <p><i>How to survive an air raid</i></p>	<p>Narrative</p> <p><i>The Tunnel</i> Pie Corbett</p>	<p>Recount Newspaper Journalistic writing</p>	<p>Formal letter linked to other areas of the</p>	<p>TV show voiceover</p> <p><i>I'm a Schooner get me out of here</i></p>	<p>Playscript</p> <p>Writing in role – diary, letter</p>



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	Grammar saurus text		<i>Lindisfarne raid</i>	curriculum		

Schooner Class (Year 5 and 6)						
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar	<p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>Using modal verbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using modal verbs [for example, might, should, will, must]</p> <p>Using adverbs to indicate degrees of possibility</p> <p>Indicating degrees of possibility using</p>	<p>Synonyms and Antonyms How words are related by meaning as synonyms and antonyms</p> <p>Subjunctive Form Recognising vocabulary and structures that is appropriate for formal speech and writing, including subjunctive forms</p>	<p>Punctuation Using a colon to introduce a list</p> <p>Use of semi-colons within lists</p> <p>Punctuating bullet points</p> <p>Active and Passive Using passive verbs to affect the presentation of information in a sentence</p> <p>Formal and Informal The difference between vocabulary typical of informal speech and vocabulary</p>	<p>Punctuation Using semi-colons to mark boundaries between independent clauses</p> <p>Using colons to mark boundaries between independent clauses</p> <p>Using dashes to mark boundaries between independent clauses</p> <p>Hyphens Using hyphens to avoid ambiguity</p>	<p>Revision</p> <p>Assessments</p> <p>Cohesion Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Recap prior knowledge</p>



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	<p>adverbs [for example, perhaps, surely]</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to convey complicated information concisely</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using commas to clarify meaning or avoid ambiguity in writing</p>		appropriate for formal speech		<p>Terminology for pupils:</p> <ul style="list-style-type: none"> • Ellipsis 	
	<p>Narrative Quest story Character and setting description</p> <p><i>The Diver's Daughter</i> Patrice Lawrence</p>	<p>Classic Poetry</p> <p><i>The Raven</i> Edgar Allan Poe</p>	<p>Non-chronological report</p> <p><i>The Wolf Wilder</i> Katherine Rundell</p>	<p>Persuasive argument in informal style</p> <p><i>Make it Mandatory</i> <i>Based on Room 101</i></p>	Instructions	<p>Playscript</p> <p>Writing in role – diary, letter</p>
		<p>Balanced Argument</p> <p><i>Sir Francis Drake: hero or villain</i></p>		Formal letter		



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Lugger Class (Year 3 and 4)						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PVPG	<i>Nouns Commons and proper nouns Collective/partitive nouns</i>	<i>Verbs Being verbs and to have Regular action verbs and verb phrases Irregular action verbs and verb phrases</i>	Subject/verb focus What is a subject? Building single clause sentences	Subject/verb focus pronouns	Subject/ verb focus application	Co-ordinating conjunctions to join clauses and compound subjects
	Non-chronological report <i>Extinct animals</i> Diary, information, narrative <i>Stone Age Boy</i> Satoshi Kitamura	Sentence structure, writing biographies, newspaper articles <i>Stone Girl, Bone Girl</i> Laurence Anholt Poetry	Setting Description, diary writing, similes and metaphors <i>Tadeo Jones</i> (film)	Characterising speech <i>The Egyptian</i> <i>Cinderella</i> Shirley Climo Instructions <i>How to mummify your best friend</i>	Narrative voice, explanation <i>Charlie and the Chocolate Factory</i> Roald Dahl Poetry	Recount diary persuasive

Lugger Class (Year 3 and 4)						
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PVPG	<i>Nouns Commons and proper nouns Collective/partitive nouns</i>	<i>Verbs Being verbs and to have Regular action verbs and verb phrases</i>	Subject/verb focus What is a subject? Building single clause sentences	Subject/verb focus pronouns	Subject/ verb focus application	Co-ordinating conjunctions to join clauses and compound subjects



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		<i>Irregular action verbs and verb phrases</i>				
	<p>Poetry: Q and A poems.</p> <p>SOS message, poem and guide</p> <p><i>The Wilderness</i> Steve McCarthy (Literacy Tree)</p>	<p>Narrative</p> <p><i>Leo and the Gorgon's Curse</i> Joe Todd-Stanton (Lit+)</p> <p>Recount Science Experiment <i>Does the sound get quieter?</i></p>	<p>Description, eye witness recount</p> <p><i>Escape from Pompeii</i> <i>Christina Balit</i> (Lit+)</p> <p>Non-Chronological report <i>The Roman Empire</i> (Gr)</p>	<p>Characterising Speech</p> <p>Boudicca vs the Romans <i>The Queen of Darkness</i> Tony Bradman (Gr)</p> <p>Instructions How to rebel against the Roman occupiers. (Gr)</p>	<p>Narrative, letter <i>Malala's Magic Pencil</i> Malala Yousafazi (Lit+)</p> <p>Persuasive argument <i>The Great Kapok Tree</i> Lynne Cherry</p>	<p>Narrative, passing of time <i>Ride of Passage</i> (film) (Lit+)</p> <p>Recount Letter <i>Jack and the Baked Beanstalk</i> (Gr)</p>

Skills (Year 1 and 2)						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PVPG	<i>Nouns</i>	<i>Verbs</i>	Subject / Verb Stage 1	Subject / Verb Stage 2	Subject / Verb Stage 3	Coordinating conjunctions
	Labels / Captions Family photos	Narrative The 3 Little Pigs	Narrative Lila and the Secret of Rain	Information Text King or Queen	Instructions How to be a mighty explorer	Recount / Diary Charles Darwin
	Non-Chronological Report Toy Man	Letter / Postcard Toys in Space	Poetry It's raining it's pouring / seasons poems	Narrative Prince Cinders	Setting description Trimpolli's Tower	Persuasive Advert Join our pirate crew

Skills (Year 1 and 2)



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Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PVPG	<i>Nouns</i>	<i>Verbs</i>	Subject / Verb Stage 1	Subject / Verb Stage 2	Subject / Verb Stage 3	Coordinating conjunctions
	Narrative Toby and the Great Fire of London	Narrative Gunpowder Plot (Literacy Shed film)	Persuasive Come and visit Haven Sands Co-ordinating conjunction Expanded noun phrases Question marks Exclamation mark	Narrative The Mighty Marrow	Non-Chronological Report Dragons	Explanation How do butterflies change?
	Diary Escape the Fire	Letter Bear Under the Stairs Capital letters Finger spaces Full stops Co-ordinating conjunctions Expanded noun phrases Sentence types (command,	Instructions How to grow a plant Question marks Expanded noun phrases Positional language Co-ordinating conjunction	Recount / Letter Meerkat Mail	Narrative Jack and the Beanstalk	Poetry Dinosaur poems / shape poetry / Julia Donaldson



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		exclamation, question, statement)				
		Poetry London's Burning / acrostic poems				

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mousehole Mice	Monkey Puzzle You choose No matter what Guess how much I love you Hug My Mum is fantastic	Jobs people do Flashing fire engines The Very Noisy Night Owl Babies Night and Day	Kipper's birthday surprise One snowy night	The Train Ride The wheels on the bus Duck in the truck We're going on a bear hunt	Squash and a squeeze My cat likes to hide in boxes Ducklings Growing frogs The Emperor's egg Jaspers Beanstalk The Very Hungry Caterpillar	Rainbow Fish The Fish who could wish Tiddler The snail and the whale
Traditional Tales	The Ugly Duckling Snow White	The Three Billy Goats Gruff	The Elves and the shoemaker	Beauty and the Beast Puss in Boots	Cinderella	The Princess and the Pea The Little Mermaid



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Nursery Rhymes	Humpty Dumpty I'm a little teapot	Twinkle, twinkle, little star	Baa, baa, black sheep Jack and Jill	Incy Wincey spider	Mary had a little lamb Wheels on the bus	Five little ducks, 1,2,3,4,5 Once I caught a fish alive Five little speckled frogs
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dinghy Class	Where the Wild things are The Colour Monster	I am Henry Finch Super Milly	The Magic Paintbrush Izzy Gizmo	Willy the wimp Halibut Jackson	The Tiny Seed The Extraordinary Gardener	So Much Night Pirates
Year B	Little Red The Colour Monster Anansi the spider	I will never ever not eat a tomato	Bringing the rain to Kapiti plain	Look up The growing story	Oi Frog	Hairy McClary
Traditional Tales	The Three Little Pigs	Goldilocks and the three bears	The Gingerbread Man	The Enormous Turnip	Jack and the Beanstalk	Town and Country Mouse
Nursery Rhymes	Five little ducks, 1,2,3,4,5 Once I caught a fish alive	10 in a bed Five little speckled frogs	Animals went in 2 by 2 1 tomato, 2 tomato	Polly put the kettle on Hickory, Dickory, Dock 10 fat sausages	Round and round the mulberry bush	There was an old woman Ten green bottles