



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	<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>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,</p>	<p>Recap prior knowledge</p>



Mousehole School Writing Overview

	<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>		<p>appropriate for formal speech</p>		<p>columns, bullets, or tables, to structure text] Terminology for pupils: • Ellipsis</p>	
	<p>Narrative Character description</p>	<p>Poetry <i>Dulce et Decorum est</i> Wilfred Owen</p>	<p>Narrative Character and setting description</p>	<p>Diary recount <i>The Dig</i> (Basil Brown, Sutton Hoo,</p>	<p>Persuasive argument in informal style <i>Room 101</i></p>	<p>Postcard recount Fantasy/horror camp postcard</p>



Mousehole School Writing Overview

	<i>Letters from the Lighthouse</i> Emma Carroll		<i>Beowulf</i> Anglo Saxon saga	<i>Anglo Saxon hoard film)</i>		
	Instructions <i>How to survive an air raid</i> Grammarsaurus text	Narrative <i>The Tunnel</i> Pie Corbett	Recount Newspaper Journalistic writing <i>Lindisfarne raid</i>	Formal letter linked to other areas of the curriculum	TV show voiceover <i>I'm a Schooner get me out of here</i>	Playscript Writing in role – diary, letter

Schooner Class (Year 5 and 6)						
Year B	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	Synonyms and Antonyms How words are related by meaning as synonyms and antonyms Subjunctive Form Recognising vocabulary and structures that is	Punctuation Using a colon to introduce a list Use of semi-colons within lists Punctuating bullet points Active and Passive Using	Punctuation Using semi-colons to mark boundaries between independent clauses Using colons to mark boundaries between independent clauses	Revision Assessments Cohesion Linking ideas across paragraphs using a wider range of cohesive devices:	Recap prior knowledge



Mousehole School Writing Overview

	<p>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 adverbs [for example, perhaps, surely]</p> <p>Using brackets, dashes or commas to indicate parenthesis</p> <p>Using expanded noun phrases to</p>	<p>appropriate for formal speech and writing, including subjunctive forms</p>	<p>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 appropriate for formal speech</p>	<p>Using dashes to mark boundaries between independent clauses</p> <p>Hyphens Using hyphens to avoid ambiguity</p>	<p>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>Terminology for pupils:</p> <ul style="list-style-type: none"> • Ellipsis 	
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Mousehole School Writing Overview

	<p>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>					
	<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>Narrative</p> <p><i>The Wolf Wilder</i> Katherine Rundell</p> <p>Character and setting description</p>	<p>Continued Non-chronological report</p> <p><i>The Wolf Wilder</i> Katherine Rundell</p>	<p>Poetry</p> <p>The Brook Lord Alfred Tennyson</p> <p>Instructions</p> <p>Fairies</p>	<p>Narrative Peter Pan</p>
		<p>Balanced Argument</p>	<p>Non-chronological report</p>	<p>Persuasive argument in informal style</p>	<p>Instructions</p> <p>Fairies</p>	<p>Letter Linked to transition</p>



Mousehole School Writing Overview

		<i>Sir Francis Drake: hero or villain</i>	<i>The Wolf Wilder</i> Katherine Rundell	<i>Make it mandatory – Three rules I would introduce</i>		
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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	Setting Description, diary writing, similes and metaphors <i>Tadeo Jones</i> (film)	Characterising speech <i>The Egyptian 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



Mousehole School Writing Overview

		Poetry			
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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 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
	Poetry: Q and A poems. SOS message, poem and guide <i>The Wilderness</i> Steve McCarthy (Literacy Tree)	Narrative <i>Leo and the Gorgon's Curse</i> Joe Todd-Stanton (Lit+)	Description, eye witness recount <i>Escape from Pompeii</i> <i>Christina Balit</i> (Lit+)	Escape from Pompeii continued Non-chronological report Roman Gods (Gr)	Persuasive speech <i>Malala's Magic Pencil</i> Malala Yousafazi (Lit+) Poetry animals (Gr) and Poet study Roger McGough	Setting description-Rainforests (Gr) Recount Letter <i>Jack and the Baked Beanstalk</i> (Gr)



Mousehole School Writing Overview

Skiffs (Year 1 and 2)						
Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PVPG	<i>Common nouns</i> <i>Proper nouns</i>	<i>Being verbs</i> <i>Regular action verbs</i> <i>Irregular action verbs</i>	What is a subject? Single clauses sentences Pronouns	Building single clauses sentences Pronouns	Building single clauses sentences Pronouns	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

Skiffs (Year 1 and 2)						
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PVPG	<i>Common nouns</i> <i>Proper nouns</i>	<i>Being verbs</i> <i>Regular action verbs</i> <i>Irregular action verbs</i>	What is a subject? Single clauses sentences Pronouns	Building single clauses sentences Pronouns	Building single clauses sentences Pronouns	Coordinating conjunctions



Mousehole School Writing Overview

	<p>Narrative</p> <p>Toby and the Great Fire of London</p>	<p>Narrative</p> <p>Gunpowder Plot (Literacy Shed film)</p>	<p>Persuasive</p> <p>Come and visit Haven Sands</p> <p>Co-ordinating conjunction</p> <p>Expanded noun phrases</p> <p>Question marks</p> <p>Exclamation mark</p>	<p>Narrative</p> <p>The Mighty Marrow</p> <p>Past tense (simple, progressive)</p> <p>Exciting action verbs</p> <p>Adverbials</p> <p>Expanded noun phrases</p> <p>Sentence types</p>	<p>Non-Chronological Report</p> <p>Dragons</p>	<p>Explanation</p> <p>How do butterflies change?</p>
	<p>Diary</p> <p>Escape the Fire</p>	<p>Letter</p> <p>Bear Under the Stairs</p> <p>Capital letters</p> <p>Finger spaces</p> <p>Full stops</p>	<p>Instructions</p> <p>How to grow a plant</p> <p>Question marks</p> <p>Expanded noun phrases</p>	<p>Recount / Letter</p> <p>Meerkat Mail</p>	<p>Narrative</p> <p>Jack and the Beanstalk</p>	<p>Poetry</p> <p>Dinosaur poems / shape poetry / Julia Donaldson</p>



Mousehole School Writing Overview

		Co-ordinating conjunctions Expanded noun phrases Sentence types (command, exclamation, question, statement)	Positional language Co-ordinating conjunction			
		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	Rainbow Fish The Fish who could wish Tiddler The snail and the whale



Mousehole School Writing Overview

					Jaspers Beanstalk The Very Hungry Caterpillar	
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
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



Mousehole School Writing Overview

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