



St Gerard's Catholic Primary School

Writing Curriculum Map



'With Christ as Our Teacher to enable every child to be the best that they can be.'



Class 1: Reception/Year 1 Cycle B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Topic | Marvellous Me Homes in the past- castles | | Journeys | | Flower Power | |
| Writing Genres Year 1 | Mark making Writing own name word level- emotion words Simple sentences Familiar stories/Tradition tales- Oral rehearsal of sentences. | Narrative Story Labels Recount Senses poetry Narrative: The Christmas story. | Instructions Fact files- The UK. | Setting description Busy pictures- Conjunctions in sentences. Recount | Character description Instructions | Narrative Summer poems |
| Reception | Initial sound recognition. Begin to write initial sounds based on phonic knowledge | Hear and write initial sounds to represent words. Begin to hear and write final or medial sounds. | CVC word writing | CVC Word writing Simple phrases | A simple sentence uses known sounds. | Multiple simple sentences. Introduction of 'and' |
| Oral poetry | All about me unit Leaves are falling – PB1 | Senses poetry linked to bonfire night. | Journeys poems | Weather and the natural world | Insects and mini beasts | Flowers |
| Read Write Inc Expectation Year 1 Reception | Read purple books Read single letter Set 1 sounds. | Read pink books Read all Set single letter sounds 1 sounds. Blend sounds into words orally. | Read Orange books Blend sounds to read words. Read short ditty stories. | Read Yellow books Read Red Ditty Storybooks. | Read Yellow/blue books Read Red Ditty Storybooks. | Read Blue books Read Green story books. Read some Set 2 sounds. |
| Whole Class Shared Reading | WCSR Approaches used within English lessons | WCSR Approaches used within English lessons | WCSR Approaches used within English lessons | WCSR Approaches used within English lessons | WCSR Approaches used within English lessons | WCSR Approaches used within English lessons |
| Discrete Spelling Rules | Y1 spellings Weeks 1-6 | Y1 spellings Weeks 7-12 | Y1 spellings Weeks 13-19 | Y1 spellings Weeks 20-26 | Y1 spellings Weeks 27-33 | Y1 spellings Weeks 34-40 |

Class 2: Year 1 and Year 2 Cycle B



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|--|-------------------------------------|---|--|--|--|
| Topic | The Great Fire of London | | Hot and Cold Places | | | |
| Writing Genres | Recount (diary) | Newspaper article | Non-Chronological (Fact File) | Recount | Descriptive writing | Narrative (story) |
| | Narrative | Christmas play | Instruction | Formal letter | Poetry | Letter (informal) |
| Core Texts/Whole Class Reading | Thomas the Baker and the Great Fire | Molly McDrew and the Great Fire | Martha Maps it out | The Storm Whale in Winter | Leaf | Matisse's magical trail |
| Purpose | To describe | To inform | To inform | To reflect | To describe | To entertain |
| | To entertain | To understand (script) | To explain | To persuade | To entertain | To discuss |
| Read, Write, Inc Expectation | Read Blue Storybooks with increasing fluency and comprehension | Read Grey Storybooks | Read Grey Storybooks with fluency and comprehension | Access RWI Comprehension and Spelling programmes | Access RWI Comprehension and Spelling programmes | Access RWI Comprehension and Spelling programmes |
| SPaG | Expanded noun phrase | Verbs | Present and past tense | Subordination to join clauses | Adjectives ending ful, less, er est (GD) | Ambitious vocabulary |
| | Correct verb form | Adverbs | Coordination to join clauses | Ambitious vocabulary | | Verbs forms |
| | Capital letters and full stops (!) | Question marks Exclamation marks | Commas to spate lists | Apostrophes for contracted/ possession (GD) | Homophones | |



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|--|--|--|---|---|
| Writing Genres | -Narrative -Instructions | -Non-chronological report -Explanation text -Recount | -Narrative -Instructions -Poetry | -Non-chronological report -Explanation text -Recount | -Narrative -Character descriptions | -Recount -Letter -Advert |
| Purpose | -Writing to inform -Writing to entertain | -Writing to inform -Writing to explain | -Writing to describe -Writing to inform -Writing to entertain | -Writing to inform -Writing to explain | -Writing to describe | -Writing to reflect -Writing to persuade |
| Core Texts (WAGOLL) | Queen Victoria's Bathing Machine Stink | Meet me by the Steelmen How to make steel How does Father Christmas sleigh work? | Farmer Duck by Martin Waddell The Wild by Yamal Zommer | Types of settlements Types of animals How does a system... Plant explanation text | The Dot by Peter Reynolds Stone based characters/stories | Emails/letters from artists |
| Hook | Pirate stories and treasure Victorian Britain and inventions | Victorian Jobs for Children Visit to Magna Science Centre Advent Father Christmas' sleigh | Forest School inspired instructions | Animal inspired non chron reports Grim and Co Writing workshop | Pet rocks Natural sculpture | Letter received from... ICT emailing link Instruments in music |
| SPaG | Sentence types Word classes Punctuation capital letters and full stops | Sentence types Word classes Conjunctions for co-ordination Punctuation capital letters and full stops Question marks | Sentence types Word classes Conjunctions for subordination Fronted adverbials Punctuation exclamation marks, apostrophes for contraction | Sentence types Word classes Conjunctions for subordination Fronted adverbials Punctuation apostrophes for possession | Sentence types – subordinate clauses Maintain tenses Prepositions time, place and cause Revisit punctuation taught Inverted commas for speech | Revisit sentence types Maintain tenses Prepositions time, place and cause Revisit punctuation taught Inverted commas for speech |
| Discrete Spelling | Spelling rule 1-6 | Spelling rules 7-12 | Spelling rules 13-18 | Spelling rules 19-24 | Spelling rules 25-30 | Spelling rules 31-36 |



Class 4 Writing: Year 4/Year5 Cycle B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|--|---|---|--|---|
| Writing Genres | -Instructions -Narrative (setting + story) | -Newspaper -Non-Chronological report - Recount | -Letter (formal) -Discussion: Balanced argument | -Narrative (character + story) - Diary | -Biography -Advert | -Informal letter -Instruction |
| Purpose | -Writing to inform -Writing to entertain | -Writing to inform/entertain -writing to explain | -Writing to inform - Writing to discuss | -Writing to entertain -Writing to reflect/ entertain | -Writing to inform/persuade -Writing to persuade | -Writing to reflect -Writing to instruct |
| Core Texts (WAGOLL) | -How to survive a Viking Raid -The Fairy Godmother | Newspaper: Y5 Non-Chronological report: Y5 Recount: Our trip to Jorvik Viking Centre | Letter: Y5 (To Mrs Baxter regarding saving electricity in school) Discussion: Y5 Are school trips necessary? | Character description Diary: Y5 The passion play reflection | Biography: Artist link Advert: Y5 | Informal letter: Y5 Instruction Y5 |
| Hook | Video: The Vikings Why Did The Vikings Raid Other Countries? Viking facts for kids Vikings for kids Viking Facts Video: The Dream giver Literacy Shed Plus - Literacy Shed Plus - Teaching Resources Made Easy | Trip: Jorvik Centre-York Jorvik Viking Centre in York. Complete Ride Through the Viking Village - 2021 Pantomime: Robin Hood | STEM day - Electricity (Spring 1 consolidation) Residential Y4: Kingswood | Grim and Co-Writing workshop The Passion: Performance | Video: Literacy shed Blue Peter Badge: National walk to school week | Video / Images throughout year DT link: Cooking practical and instruction write up |
| SPaG | Sentence types/word class (revisions) Inverted commas Adverbs Expanded noun phrases Ambitious vocabulary Punctuation (previous year groups) | Relative clauses Verbs/ complex sentences Parenthesis | Perfect form Modal verbs Commas to clarify | Pathetic fallacy- character emotions/powerful vocabulary Direct speech- advancing action | Puns/persuasive vocabulary Vocabulary: synonyms and antonyms | Cohesion/ practice editing Revision |
| Discrete Spelling Rules | Spelling rule 1-6 (Y4) Spelling rules 37-40 (Y5) | Spelling rules 7-12 (Y4) Spelling rules 41-45 (Y5) | Spelling rules 13-18 (Y4) Spelling rules 46-49 (Y5) | Spelling rules 19-24 (Y4) Spelling rules 50-54 (Y5) | Spelling rules 25-30 (Y4) Spelling rules 55-58 (Y5) | Spelling rules 31-36 (Y4) Spelling rules 58-62 (Y5) |



Class 5: Year 5/Year 6 Cycle B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|--|---|--|---|--|
| Writing Genres | -Instructions -Narrative (setting + story) | -Newspaper -Letter (formal) | -Non chronological Report -Discussion: Balanced argument | - Performance Poetry - Information Leaflet | -Debate - Narrative (1 st Person Character) | -Informal letter/ Postcard home (Lockerbrook) -Persuasive leaflet |
| Purpose | -Writing to inform -Writing to entertain | -Writing to inform/entertain -Writing to express thanks | -Writing to explain - Writing to discuss | -Writing to entertain -Writing to inform | -Writing to inform/persuade -Writing to entertain | - Writing to reflect -Writing to persuade/entertain (humour) -Instructions |
| Core Texts (WAGOLL) | -How to make less from more (WW2) -The Guitar | -Daily Bugle-Porridge Pincher -(recap Y4 science) | -The Paris Olympics 2024 -Are Earthquakes a Natural Disaster We Can Prevent, or Are They Unavoidable Forces of Nature? | -Poems from WW2 - Newspaper Extract | -Is technology helping or hurting our world? -The Dream giver (reflection on last year) | -Postcard example - Visit the Royal Rainbow Resort and Spa -How to start secondary school successfully |
| Hook | -School trip: Eden Camp -Video: The Piano -Video: Beyond the Lines | -Video- The Guardian: Three Little Pigs -School trip- Pantomime (Robin Hood) -Remembrance service: Remembrance day | -Geography: Farms and Factories / Grammarsaurus Food, farming and Agriculture in the UK -Are SATs a fair test of what we know? | -Grimm and Co Writing Workshop -Video: The Happy Duckling | -Should children be allowed unlimited screen time? School Production: Pirates of the Curry Bean Advertisement for parents | -Residential: Locker Brooke- A letter home (informal) -Short Film |
| SPaG | -Inverted Commas (speech to advance action) -Time adverbials -Imperative verbs -Numbered/bullet points -Conjunctions (subordinating and coordinating) -Apostrophes: contraction and possession -Cohesion -Pronouns -Figurative language: personification/metaphor etc. | -Accent and Dialect -Relative Clause/pronouns -Parenthesis -colon and semi-colon -Modal verbs -Commas for clarity -Passive voice | -Expanded Noun phrase -Parenthesis revisited -Inverted commas-speech revisited (GD new line new speaker) -Tenses -Passive voice | -Relative clause revisited -Imperative verbs -Persuasive language -Rhetorical language -Subjunctive form -GD- Vocabulary/shift in formality | -Passive voice/active voice -persuasive vocabulary -Shift in formality (GD) | -Informal language -Figurative language -Persuasive language ***Gap analysis writing Y5/Y6 |
| Discrete Spelling Rules | Spelling rule 37-40 | Spelling rules 41-45 | Spelling rules 46-49 | Spelling rules 50-54 | Spelling rules 55-58 | Spelling rules 58-62 |

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Class 2: Year 1 and Year 2 Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|--|-------------------------------------|---|--|--|--|
| Topic | Helping Heroes | | Down in the Jungle | | Can we see the beauty in nature? | |
| Writing Genres | Recount (diary) | Newspaper article | Non-Chronological (Fact File) | Recount | Descriptive writing | Narrative (story) |
| | Narrative | Christmas play | Instruction | Formal letter | Poetry | Letter (informal) |
| Core Texts/Whole Class Reading | Real superheroes | What will I be? | Over and under the rainforest | Greta and the Giants | The hungry caterpillar | Nature is an artist |
| Purpose | To describe | To inform | To inform | To reflect | To describe | To entertain |
| | To entertain | To understand (script) | To explain | To persuade | To entertain | To discuss |
| Read, Write, Inc Expectation | Read Blue Storybooks with increasing fluency and comprehension | Read Grey Storybooks | Read Grey Storybooks with fluency and comprehension | Access RWI Comprehension and Spelling programmes | Access RWI Comprehension and Spelling programmes | Access RWI Comprehension and Spelling programmes |
| SPaG | Expanded noun phrase | Verbs | Present and past tense | Subordination to join clauses | Adjectives ending ful, less, er est (GD) | Ambitious vocabulary |
| | Correct verb form | Adverbs | Coordination to join clauses | Ambitious vocabulary | | Verbs forms |
| | Capital letters and full stops (!) | Question marks Exclamation marks | Commas to spate lists | Apostrophes for contracted/ possession (GD) | Homophones | |



Class 3 Writing: Year 3/Year 4 Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|--|--|--|---|---|
| Writing Genres | -Narrative -Instructions | -Non-chronological report -Explanation text -Recount | -Narrative -Instructions -Poetry | -Non-chronological report -Explanation text -Recount | -Narrative -Character descriptions | -Recount -Letter -Advert |
| Purpose | -Writing to inform -Writing to entertain | -Writing to inform -Writing to explain | -Writing to describe -Writing to inform -Writing to entertain | -Writing to inform -Writing to explain | -Writing to describe | -Writing to reflect -Writing to persuade |
| Core Texts (WAGOLL) | The Pirate Cruncher by Jonny Duddle Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes Stone, Bronze and Iron Ages information books Hunter Gatherer by Naomi Walmsley | Mining information books Pony in the Dark by K M Peyton Canary in the Coalmine by Madelyn Rosenberg | Once upon a Raindrop by James Carter Mr Gumpy's Outing by John Burningham Above and Below by Patricia Hegarty The River by Marc Martin | The Wind in the Willows by Kenneth Graham Fadya and the Song of the River by Laura Nsafou | Tell me your Dragon by Jackie Morris How to Train a Dragon by Cressida Cowell | Hike by Pete Oswald The Hike by Alison Farrell Clean up! By Nathan Bryon |
| Hook | Pirate ship in classroom Treasure box with finds Metal discovery in the playground Forest School skills for tool and den making | Class trip to the National Coal Mining Museum | Water cycle experiment Visit to a river | Walk around Thrybergh Res | Pet dragon in the classroom Visual literacy with the film | Class trip to the Peak District |
| SPaG | Sentence types Word classes Punctuation capital letters and full stops | Sentence types Word classes Conjunctions for co-ordination Punctuation capital letters and full stops Question marks | Sentence types Word classes Conjunctions for subordination Fronted adverbials Punctuation exclamation marks, apostrophes for contraction | Sentence types Word classes Conjunctions for subordination Fronted adverbials Punctuation apostrophes for possession | Sentence types – subordinate clauses Maintain tenses Prepositions time, place and cause Revisit punctuation taught Inverted commas for speech | Revisit sentence types Maintain tenses Prepositions time, place and cause Revisit punctuation taught Inverted commas for speech |
| Discrete Spelling | Spelling rule 1-6 | Spelling rules 7-12 | Spelling rules 13-18 | Spelling rules 19-24 | Spelling rules 25-30 | Spelling rules 31-36 |



Class 4 Writing: Year 4/Year 5 Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|--|---|---|--|--|
| Writing Genres | -Instructions -Narrative (setting + story) | -Newspaper -Non-Chronological report - Diary entry - Story | -Letter (formal) -Discussion: Balanced argument - Non-Chronological report | -Narrative (character + story) - Diary - Poetry - Recount | -Debate -Advert - Explanation text - Graphic Novel | -Informal letter -Instruction - Newspaper report |
| Purpose | -Writing to inform -Writing to entertain | -Writing to inform/entertain -writing to explain | -Writing to inform - Writing to discuss | -Writing to entertain -Writing to reflect/ entertain | -Writing to inform/persuade -Writing to persuade | -Writing to reflect -Writing to instruct |
| Core Texts (WAGOLL) | The Fire Makers Daughter by Philip Pullman  | The Fire Makers Daughter by Phillip Pullman | Boy at the Back of the Class by Onjali Rauf  | Boy at the Back of the Class by Onjali Rauf | The Secret Kingdom a Hidden World of Art by Barb Rosenstock  | The Secret Kingdom a Hidden World of Art by Barb Rosenstock |
| Hook | Video: Fireworks in a Jar Experiment for Kids Science Experiments for Kids Twinkl #experimentsforkids (pre session for hook). | Hook: Alma Alma - THE LITERACY SHED Pantomime: Robin Hood | Trip: The Boy at the back of the class Lyceum Sheffield Refugee animation CAFOD STEM day: Electricity | Grim and Co Writing Workshop: Story writing The Passion Play | Video: Book trailer The Secret Kingdom a Hidden World of Art The Secret Kingdom Trailer #1 (2023) Creative arts day | Video: Literacy Shed Video "The Piggy Times" 3littlepigs - THE LITERACY SHED DT: Automata Animals Youtube |
| SPaG | Sentence types/word class (revisions) Inverted commas Adverbs Expanded noun phrases Ambitious vocabulary Punctuation (previous year groups) | Relative clauses Verbs/ complex sentences Parenthesis | Perfect form Modal verbs Commas to clarify | Pathetic fallacy- character emotions/powerful vocabulary Direct speech- advancing action | Puns/persuasive vocabulary Vocabulary: synonyms and antonyms | Cohesion/ practice editing Revision |
| Discrete Spelling Rules | Spelling rule 1-6 (Y4) Spelling rules 37-40 (Y5) | Spelling rules 7-12 (Y4) Spelling rules 41-45 (Y5) | Spelling rules 13-18 (Y4) Spelling rules 46-49 (Y5) | Spelling rules 19-24 (Y4) Spelling rules 50-54 (Y5) | Spelling rules 25-30 (Y4) Spelling rules 55-58 (Y5) | Spelling rules 31-36 (Y4) Spelling rules 58-62 (Y5) |



Class 5: Year 5/Year 6 Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|--|--|--|--|---|--|
| Writing Genres | -Non chronological report -Instructions -Narrative (setting + story) | -Newspaper -Letter of thanks -Poetry | -Instructions -Discussion: Balanced argument | -Narrative (character + story) - Diary | -Debate -Advert | -Informal letter/ Postcard home -Instruction |
| Purpose | -Writing to inform -Writing to entertain | -Writing to inform/entertain -Writing to express thanks -Writing to describe/entertain | -Writing to explain - Writing to discuss | -Writing to entertain -Writing to reflect/ entertain | -Writing to inform/persuade -Writing to persuade | -Writing to reflect -Writing to instruct |
| Core Texts (WAGOLL) | -Ancient Egypt's Greatest Achievements -The Guitar Setting description | -PIGVERTISER: PIGS PLEAD GUILTY! -Letter to Head -In Flanders Fields | -How to look after our oceans. -Should computer games be banned? | -Character description Gollum (Grammarsaurus) - Diary of Maximilian Kolbe | -Is AI helping or hurting our world? -Advertisements (favourite class foods) | -Postcard from Australia -How to become a millionaire |
| Hook | -History: Ancient Greece's Greatest Achievements (Ancient Greek Day) -Video: Taking Flight (Seeting description opening) | -Video- The Guardian: Titanium (literacy shed) -School trip- Pantomime -Remembrance service: Remembrance day | -Does tourism have a positive of negative affect on our British coastline? Residential in summer! -How to breed lobsters (Lobster hatchery/ Whitby) | -Grimm and Co Writing Workshop -Video: Dream giver (Character description opening) | -Should we be allowed to wear non-uniform? - Summer Fayre Advertisement (enterprise) | -Residential: Whitby- A postcard home -How to manage at secondary school. |
| SPaG | -Inverted Commas (speech to advance action) -Time adverbials -Imperative verbs -Numbered/bullet points -Conjunctions (subordinating and coordinating) -Apostrophes: contraction and possession -Cohesion -Pronouns -Figurative language: personification/metaphor etc. | -Accent and Dialect -Relative Clause/pronouns -Parenthesis -colon and semi-colon -Modal verbs -Commas for clarity -Passive voice | -Expanded Noun phrase -Parenthesis revisited -Inverted commas-speech revisited (GD new line new speaker) -Tenses -Passive voice | -Relative clause revisited -Imperative verbs -Persuasive language -Rhetorical language -Subjunctive form -GD- Vocabulary/shift in formality | -Passive voice/active voice -persuasive vocabulary -Shift in formality (GD) | -Informal language -Figurative language -Revision-revisit/cohesion |
| Discrete Spelling Rules | Spelling rule 37-40 | Spelling rules 41-45 | Spelling rules 46-49 | Spelling rules 50-54 | Spelling rules 55-58 | Spelling rules 58-62 |