William Levick Primary School Writing Curriculum Map 2024

Teaching writing at William Levick follows the sequence of key steps:

IMMERSE: In this first stage, children fully immerse in vocabulary, facts, images and experiences for them to feel they have the background knowledge to succeed, through exciting and stimulating activities that make our pupils want to write and explore.

ANALYSE: At this stage there is an opportunity for children to deconstruct text, looking at both the SPAG features of a specific text type but also the purpose, language and audience within the text. This will facilitate discussions and provide models to deepen children's understanding of effective writing techniques.

SKILL: This stage explicitly teaches writing skills, such as grammar, punctuation, sentence structure and vocabulary. Teachers use engaging activities to reinforce learning. Learning is differentiated to cater to individual needs, providing additional support or extension tasks as required.

PLAN: Children will then plan their writing effectively, including various planning strategies, such as storyboards, story mountains and flowcharts. Like other stages, this will be modelled and children will be encouraged to consider the purpose, audience, and structure of their writing before proceeding.

WRITE: At this stage children will practice writing across different genres and styles. There is a scaffold the writing process through shared writing experiences and independent writing tasks. Children will be encouraged to apply the writing skills and techniques learned during the previous steps, while fostering creativity and originality.

REVIEW: Children will be taught the importance of self-review and peer feedback in improving their writing, using success criteria and checklists to evaluate their work against specific criteria. Children will be provided with constructive feedback to allow them to make improvements to their writing.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stimulus: High quality texts/ picture books/ films					
Y1	**We're going on a Bear Hunt** by Michael Rosen **Walking through the Jungle** by Stella Blackstone **One Day in the Eucalyptus Eucalyptus Tree** by Daniel Bernstrom **Hairy Maclary**	**Instructions** How to use a sparkler safely + How to get dressed **The Dinosaur that pooped Christmas** by Tom Fletcher **Is it Christmas yet? -** Jane Chapman **Harry and the Dinosaurs Make a Christmas Wish** by Ian Whybrow	**Variety of Traditional/Fairy Tales** Hansel and Gretel The three little pigs Little Red Riding Hood	**Beegu -** Alexis Deacon **On Sudden Hill -** Linda Sarah & Benji Davies **A Squash and a Squeeze –** Julia Donaldson Letter writing	**A Visit to the Seaside** by Louise Spilsbury **Goodnight Tiger** by Timothy Knapman and Laura Hughes **Over my toes pem** Michael Rosen **Seashell poem** James Berry	**Non-fiction plant/flower text** **Barry the fish with fingers** **The Gruffalo** by Julia Donaldson **The Snail and the Whale** by Julia Donaldson **Please Mrs Butler** by Allan Armstrong
	Narrative					
	Retell a simple story with predictable phrases e.g. repetition of key phrases *"This is the bear..."* Focus on creation of sentence.	Tell a basic 3 part story about a central character	Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. Retell a simple story with predictable phrases e.g. repetition of key phrases *"huff and puff and blow your house down." -*	Retell a familiar story in 3 parts. Include accurate sentence punctuation	Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation. **A visit to the seaside**	Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation. **Barry the fish with fingers** **The Gruffalo** **The Snail and the Whale**

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	Non fiction					
	Recount Write sentences to match pictures, or sequences of pictures, illustrating an event. **Holiday pictures**	**Instructions** Write simple instructions about something they know well including imperative verbs, precise language and commands **How to get dressed** **How to use a sparkler safely**	**Recount** Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. **Trip to the local park**	**Report** Describe something or someone with consistent use of tense (past or present depending on the report).	**Instructions** Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. **Goodnight Tiger** **Getting ready for bed** **Morning school routine**	**Report** Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject **Report about plants/flowers**
	Poetry					
	Use words to write an acrostic poem. **Halloween acrostic**	Use words and phrases to write a free verse poem **Christmas poem**	Use words to create a calligram poem linked to pictures, or sequences of pictures **Valentines poetry**	Use words and phrases to write a free verse poem. **Spring poem**	Use words and phrases to write a list poem - **Seaside senses list poem** **Over my toes** **Seashells**	Use words and phrases to write a free verse poem. **Year One** **Please Mrs Butler**

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	**Stimulus: High quality texts/ picture books/ films**					
	Horrid Henry by Francesca Simon **Toby and the Great Fire of London** by Margaret Nash and Jane Cope	**The Jolly Postman** by Janet and Allan Ahlberg **Goldilocks and the three bears**	**The Clockwork Dragon** by Jonathan Emmett and Elys Dolan	**The Twits** by Roald Dahl	**The Lighthouse keepers Lunch** by Ronda & David Armitage **Commotion in the Ocean** **The ugly sharking** – short film	**Fantastic Mr Fox** by Roald Dahl
	Narrative					
	Retell a 3 part story that has a key central character. **Horrid Henry**	Retell a traditional tale –with repeated events using the rule of three. **Goldilocks & the Three Bears**	Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification. **The Clockwork Dragon**	Plan and tell a story in four parts with clear use of subordination and co-ordination. **The Twits**	To plan and write your own four part story showing the use of a range of sentence types and language to add detail.	To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.
	Non fiction					
	Non-chronological report **Great Fire of London** Use information from research to group and assemble information into a short non-chronological report.	**Letter writing** Write an informal letter based on the topic or a fictional book. **Letter to Santa / Jolly Postman characters**	**Instructions** Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.	**Recount** Write a narrative recount in role. Write about a real experience.	**Non-chronological report** **Oceans & Continents** Use the language and structural features in a specific form e.g. leaflet.	**Recount** **Seaside in the past** Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.

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	Poetry					
	Use words phrases and sentences to write an acrostic poem including rhyming couplets.	Use words, phrases and sentences to write a free verse poem including alliteration. **Firework poem**	Use words, phrases and sentences to create a calligram poem linked to pictures, or sequences of pictures including rhyming couplets.	Use words, phrases and sentences to write a free verse poem including rhyming couplets.	Use words, phrases and sentences to write a free verse poem including onomatopoeia.	Use words, phrases and sentences to write a free verse poem where there is a structured rhythm and meter (from Y2 and previous PoS)
	Extended piece of cross-curricular writing					
	Science - habitats	**History –** write a letter from Thomas Farriner to King Charles apologising for starting the fire (based on Jolly Postman – Goldilock's letter to 3 Bears)	**RE –** Narrative Retell a parable of Jesus.	**RE –** retell the story of Palm Sunday / other Easter events.	**Geography –** Non-Chron report	**Science –** trip recount

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	**Stimulus:** **High quality texts/ picture books/ films**					
	Stone Age Boy by Satoshi Kitamura **Non-fiction – Recount texts** **Stig of the Dump** by Clive King	**The Incredible Book Eating Boy** by Oliver Jeffers **Non-fiction – Animal fact files**	**The Present** short film **Non-fiction -** Volcano and earthquake texts **Stranded!: A Mostly True Story from Iceland** by Ævar Þór Benediktsson	**Legend of Black Rock** by Joe Stanton **Non-fiction –** Holiday location relating to Geography (volcano/earthquake prone areas)	**The Tin forest** by Helen Ward and Wayne Anderson **Non-fiction - recipes**	**The Oak Tree** by Julia Donaldson **Non-fiction - Letters**
	Narrative					
	To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included Stone Age Boy	To write a story in four parts, in the first person, with a definite ending. The Incredible Eating Boy	Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest. The Present	To write a five-part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. The Legend of Black Rock	Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time. The Tin Forest	Write a story where dialogue is the drive to move the story on. The Oak Tree

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	Non fiction					
	Recount Creswell Crags trip - Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. Recount examples	**Non-chronological report** Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Animal fact file	**Explanation** Write a series of extended sentences, organised appropriately to explain a process, ensuring relevant items are grouped together and enough details are included. Earthquake/volcano eruption	**Non-chronological report** Write a non-chronological report about a subject researched in a specific form e.g. leaflet Leaflet about eruption/earthquake prone area	**Instructions** Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. Recipe	**Persuasion** Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.
	Poetry					
	Use words, phrases and sentences to write a free verse poem including simile. Nonsense summer poem.	To use words and phrases to write a kennings poem (Christmas themed)	To use phases and sentences to write a limerick creating a clear rhythm and meter.	Use words, phrases and sentences to write a free verse poem where repetition is a structural device.	To use words and phrases to write a haiku poem.	Use words, phrases and sentences to write a free verse poem where there is a structured rhythm using a range of poetic devices
	Extended piece of cross-curricular writing					
	History Stone Age diary Creswell Crags trip recount	**History** Roman soldier explanation writing	**Geography** Earthquake explanation writing	**Geography** Leaflet/holiday location fact file on an earthquake/eruption prone area	**Science** Explanations – linked to plants	**Geography** Link letter writing to protecting national parks

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Y4	**Stimulus:** **High quality texts/ picture books/ films**					
	The Tunnel by Anthony Browne **How to train your dragon** by Cressida Cowell	**Jim and the beanstalk** by Raymond Briggs **Viking day recount**	**The Windmill farmer** short film **The Journey** by Aaron Becker	**Non Chronological report- River animals** **Amazing Rivers** by Julie Vosburgh Agnone **Oliver and the Seawigs** by Philip Reeve and Sarah McIntyre	**The Lion, the Witch and Wardrobe** by CS Lewis **Until I met Dudley** by Roger McGough and Chris Riddel	**Tadeo Jones short film**
	Narrative					
	Plan and write a complete story.by identifying stages in the telling; introduction, build-up, climax or conflict, resolution The Tunnel	To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures. Jim and the beanstalk	Plan a complete story focussed on organisational devices e.g. times of day, repeated words and phrases, adverbial phrases and use of pronouns The Journey	Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Oliver and the Seawigs	Write in role as a character from a story. Lucy in Narnia	Plan and write a story with a strong central character using “show not tell” techniques to provide information to the reader about that character. Tadeo Jones

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	Non fiction					
	Instructions Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. How to catch a dragon	**Recount** Write a recount in the 1st person with a clear audience and form e.g. a day in the life of a roman soldier for children. (Viking day in school)	**Letter writing** Write a formal (complaint) letter with a clear purpose and structure The Windmil Farmer	**Non-chronological report** Write a report with a clear audience and specific form. River animals	**Explanation** Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. Until I met Dudley	**Persuasion** Write an advertisement focusing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices. Holiday advertisement Egypt
	Poetry					
	Use words, phrases and sentences to write a riddle (Kennings poem) - HTTYD 'riddling talk'	To use words and phrases to write a tanka poem.	Use words, phrases and sentences to write a narrative poem. Metaphor poem to describe the damage caused by the storm (The Windmill Farmer)	Use words, phrases and sentences to write a limerick. Fits with the peculiar characters?	Use words, phrases and sentences to write a free verse poem including hyperbole.	Use words, phrases and sentences to write a narrative poem using a range of poetic devices
	Extended piece of cross-curricular writing					
	History- Alfred the great fact file	**History** Viking day – acting and diary entry as a Viking warrior	**Geography**- Features of a river/ water cycle	**Science** Explanation- How food travels through the body	**History** -Egyptian god fact file	**History** -What was life like for an ancient Egyptian?

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	Stimulus: High quality texts/ picture books/ films					
	The Day the Crayons Quit by Oliver Jeffers **The Day of the Dead** – short film. **The Ridge** – short film	**The Boy at the Back of the Class** by Onjali Q Rauf Extracts from **No Ballet Shoes in Syria** by Catherine Bruton Extracts from The **Girl Who Speaks Bear** by Sophie Anderson	**The Dream Giver** – short film. Extracts from **BFG** by Roald Dahl **The Highwayman poem** by Alfred Noyes	**The Explorer** by Katherine Rundell **There's a Rang Tan in my Bedroom by** James Sellick and Frann Preston-Gannon Variety of persuasive speeches	**The Viewer** by Shaun Tann **Nowhere Emporium** by Ross MacKenzie	**Wing**- Short film **Dark Sky Park** Poetry by Philip Gross
	Narrative					
5	Write a five part story using language to evoke mood and atmosphere and develop characterisation. The Ridge	Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character The Girl Who Speaks Bear	Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward. The Dreamgiver/ BFG	Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense. The Explorer	Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts. The Nowhere Emporium	Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Wing
	Non fiction					
	Non-chronological reports Plan, write and edit a non- chronological report. Ensure features, language and grammar are used appropriately for a specific audience. The day of the dead	**Recount** Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. The Boy at the Back of the Class	**Explanation** Plan, compose, edit and refine an explanation text; focusing on clarity, conciseness and impersonal style- Link to science/ chocolate making	**Persuasion** Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces– inspired by Palm Oil/ deforestation	**Recount- Newspaper report** Write a newspaper reports using the correct structure and direct speech. The Viewer	**Instructions** Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. (could link to science or DT project) - salads

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	Poetry					
	Use words, phrases and sentences to write a free verse poem including personification. inspired by the Boy at the Back of the Class	To use words and phrases to write a cinquains poem	Use words, phrases and sentences to write a narrative poem – Highway man	To use words and phases to write an ode.	To use words and phases to write a rap poem. Gran can you rap	Use words, phrases and sentences to write a narrative poem using a range of poetic devices. Dark Sky Park
	Extended piece of cross-curricular writing					
	RE Balanced argument linked to why do people believe in god?	**Geography** Persuasive writing linked to Las Vegas	**Science** Linked to explanation text	**Geography** Non chronological report Rainforests	**History** Recount link to Maya time	**DT** Onstructions / evaluation linked to salad making

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	**Stimulus: High quality texts/ picture books/ films**					
	Malamander by Thomas Taylor **Being Me** poetry collection	**Okopedia** short film **Moth** by Isabel Thomas	**Francis** short film **Poems from WW2** (Beyond the Lines)	**Lion and the Unicorn** by Shirley Hughes **Heinz** short film	**Wonder** by RJ Palacio **Alma** short film	**Greek myths**
	Narrative					
	Plan and write story with distinct atmosphere (suspense) Malamander	Plan and write a story with two narrators to tell the story from different perspectives Okopedia	Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time. Francis	Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere Lion and the Unicorn	Plan and write a story with two narrators to tell the story from different perspectives. Alma/ Wonder	Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader/ alternative settings and characters Myths
	Non fiction					
	Non-chronological report Write with a specific audience selecting correct vocabulary and grammar that reflect the level of formality required. Link to trip	**Balanced Argument** Write a balanced argument with a clear audience ensuring formality is appropriate Link to school day	**Recount- Newspaper report** Write a newspaper reports switching between formal and informal writing Francis	**Persuasion** Persuasive advert- using persuasive language techniques to deliberately influence the reader and to develop a point logically. Heinz	**Explanation** Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	**Non-fiction (choice)** Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.

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	Poetry					
	Use words, phrases and sentences to write a free verse poem including metaphors **Being me**	Narrative poem which uses a range of poetic devices Moth.	Use words, phrases and sentences to write a free verse poem including a range of devices How to die	Narrative poem which uses a range of poetic devices	Write a sonnet which uses a range of poetic devices	Write a villanelle poem which uses a range of poetic devices
Extended piece of cross-curricular writing						
	Geography Letter to the council	**RE** Informal letter about the after life	**History** Non Chronological Report	**History** Recount	**RE** Poem/ song How should we care for the world and why it matters?	**Play writing**