
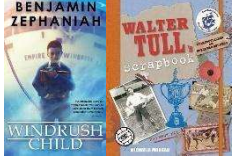

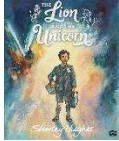
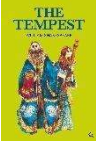



# Gerrans School Writing Curriculum

Porthcurnick Class - Years 5 & 6

Porthcurnick Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genres</b>	Description Non-chronological report Newspaper article Narrative	Non-chronological report Poetry – narrative and rhyming couplets Persuasive text	Narrative Setting Description Diary entry	Formal and informal letters. Explanation text (the circulatory system) Narrative Description	Narrative Description	Persuasion Non-chronological report
<b>Key Texts</b>	 <p>Hidden Figures by Margot Lee Shetterley Night Mail by WH Auden</p> <p><b>Text</b> - complex text that is a mixture of fiction and non-fiction content. <b>Poem</b> - long narrative poem with complex vocabulary.</p>	 <p>The Boy in The Tower by Polly-Ho Yen Titanium (Literacy Shed)</p> <p><b>Novel</b> - male protagonist, engaging text, high level of vocabulary. complex themes.</p>	 <p>The Last Bear by Hannah Gold</p> <p><b>Novel</b> - high level of vocabulary and description. Covers challenging environmental issues that will enable children to think deeply about our world.</p>	 <p>The Viewer by Gary Crew The Piano (Literacy Shed)</p> <p><b>Novel</b> - high level of vocabulary and description, complex themes, mature content. <b>Video</b> - non-linear narrative.</p>	 <p>The Arrival by Shaun Tan</p> <p><b>Wordless picture book</b> – challenges stereotypes and covers material appropriate for UKS2. Will challenge children's ability to draw upon previous reading to inform writing.</p>	 <p>Some Places More than Others by Renee Watson</p> <p><b>Novel</b> - female protagonist, appropriate for transition to Y7 for our Y6, complex themes of belonging and identity.</p>

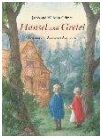
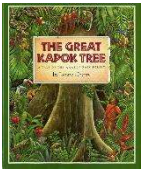
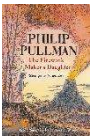
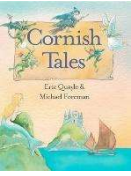
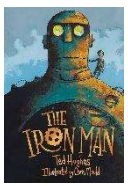
Porthcurnick Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Genres</b>	Narrative Dialogue Diary Newspaper report	Informal letter Diary Biography	Setting Description Non-chronological report	Narrative Dialogue Reverse Poetry Character Description	Character Description Diary Balanced Argument	Formal Letter Balanced Argument Persuasive Campaign Newspaper Report
<b>Key Texts</b>	 <p>The Giant's Necklace by Michael Morpurgo</p> <p>A fiction book by a renowned author, often read in Key Stage Two, features high-level vocabulary and connections to the local area, setting the stage for later exploration of "The Tempest" while captivating students' imaginations.</p>	 <p>Windrush Child (Benjamin Zephaniah) Walter Tull's Scrapbook (Michaela Morgan) Poem based on Windrush Child by John Agard</p> <p>Benjamin Zephaniah's poignant novel, linked to the Caribbean geography topic, enhances factual learning and provides a fictional basis for diary entries and letters, allowing children to engage with the experiences of the Windrush generation and understand their personal stories.</p>	 <p>Pandora (Literacy Shed)</p> <p>The film stimulus serves as a strong foundation for crafting an original non-chronological report, offering modern inspiration and encouraging the use of complex scientific vocabulary.</p>	 <p>The Lion and the Unicorn (Shirley Hughes)</p> <p>Picture book/film stimulus – linked to last year's history – WW2 - so key vocabulary is embedded and able to be used/included in writing. Engaging stimulus for narrative and different characters and viewpoints.</p>	 <p>The Tempest (William Shakespeare)</p> <p>This playscript version of a classic Shakespeare story, rewritten for children, offers an engaging plot suitable for year 6 students and allows for discussions on challenging themes. Including original language and meter, it inspires children to explore more of Shakespeare's works independently, with vibrant storytelling centred on themes of betrayal and desire providing a starting point for discussions on power and its ethical use.</p>	 <p>Suffragette, The Battle for Equality (David Roberts) Derby Day (Maz O'Connor - Literacy Shed)</p> <p>David Roberts' narrative non-fiction book on the Suffragette movement opens wider conversations and stimulates debate by offering fascinating insights into its complex history, including diverse stories from around the world and highlighting the roles of working-class women. Children will develop analytical skills and explore ideas around comradeship, courage, and protest through its strong historical links.</p>
<b>National Curriculum Objectives (Taught across the year)</b>						

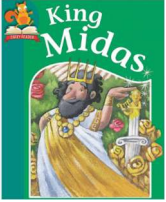
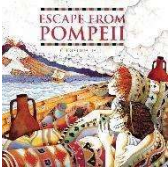
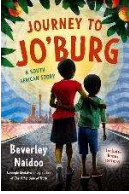
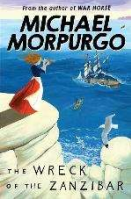

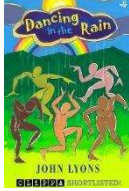
<b>Writing - Transcription</b>	<p><b>Year 5/6</b></p> <ul style="list-style-type: none"> <li>● use further prefixes and suffixes and understand the guidance for adding them</li> <li>● spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused</li> <li>● use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in <a href="#">English appendix 1</a></li> <li>● use dictionaries to check the spelling and meaning of words</li> <li>● use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>● use a thesaurus</li> </ul>
<b>Writing – Handwriting</b>	<p><b>Year 5/6</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>● choosing the writing implement that is best suited for a task</li> </ul>
<b>Writing – Composition</b>	<p><b>Year 5/6</b></p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>● noting and developing initial ideas, drawing on reading and research where necessary</li> <li>● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>● selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>● in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>● précising longer passages</li> <li>● using a wide range of devices to build cohesion within and across paragraphs</li> </ul>

	<ul style="list-style-type: none"> <li>● using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing</li> <li>● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>● ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>● proofread for spelling and punctuation errors</li> <li>● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
<p><b>Writing – Vocabulary, Grammar and Punctuation</b></p>	<p><b>Year 5/6</b></p> <p>Develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>● recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>● using passive verbs to affect the presentation of information in a sentence</li> <li>● using the perfect form of verbs to mark relationships of time and cause</li> <li>● using expanded noun phrases to convey complicated information concisely</li> <li>● using modal verbs or adverbs to indicate degrees of possibility</li> <li>● using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>● learning the grammar for years 5 and 6 in <a href="#">English appendix 2</a></li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>● using commas to clarify meaning or avoid ambiguity in writing</li> <li>● using hyphens to avoid ambiguity</li> <li>● using brackets, dashes or commas to indicate parenthesis</li> <li>● using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>● using a colon to introduce a list</li> <li>● punctuating bullet points consistently</li> <li>● use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately in discussing their writing and reading</li> </ul>

Pendower Class - Years 3 & 4

Pendower Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Genres</b></p>	<p><b>Narrative: Defeating the monster</b>                      -T4W (emphasis on character and setting descriptions)                      -Dialogue                      -Persuasive leaflet (advertising The Woods at Night Light Attraction, similar to Heligan at Night)</p>	<p><b>Narrative: Quest</b>                      -Recount: Diary                      -Non-chronological report (on Asia or fireworks)</p>	<p><b>Narrative/ poetry</b>                      -Non-chron report                      -Persuasive Advert</p>	<p><b>Poetry</b>                      -Abercedaries poetry</p>	<p><b>Narrative: Defeating the monster</b>                      -Setting description                      -Biography</p>	<p><b>Narrative: Defeating the monster</b>                      -Character description                      -News report                      -Formal Letter</p>

<p><b>Key Texts</b></p>	 <p>Hansel and Gretel (Talk for Writing)</p> <p>A classic text with a simple, repetitive and well-known structure that lends itself to T4W.</p>	 <p>The Great Kapok Tree by Lynne Cherry</p> <p>This picture book blend fiction and non-fiction elements, allowing children to explore facts about orangutans and palm oil issues while delving into the emotional impact of habitat destruction.</p>	 <p>The Firework Maker's Daughter by Philip Pullman</p> <p>A well-loved classic text with rich vocabulary serves as the perfect basis for exploring a range of text types and literary techniques.</p>	 <p>The best children's poetry from Agard to Zephaniah by Michael Rosen</p> <p>Rosen has selected poems which span the world, rich in diversity and experiences.</p>	 <p>Cornish myths and legends compendium</p> <p>This text links to this term's local geography and builds on last term's local history, aiming to inspire creativity through its exploration of familiar landscapes and legendary tales.</p>	 <p>The Iron Man by Ted Hughes</p> <p>Former poet laureate Ted Hughes' complex narrative, addressing themes of outsiders and fear of change, offers rich material for discussions on standing up for what is right and avoiding prejudice. The book's exploration of these themes fosters empathy and critical thinking in readers.</p>
<p><b>Pendower Year B</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Genres</b></p>	<p><b>Narrative: Myth</b> -T4W (emphasis on character and setting descriptions) -Explanation</p>	<p><b>Recount</b> -Setting description -Persuasive leaflet</p>	<p><b>Narrative: Quest</b> -Recount: Diary -Dialogue -Biography</p>	<p><b>Narrative:</b> -Character description -Non-chronological report (The Scilly Isles)</p>	<p><b>Video:</b> -Narrative -Playscript</p>	<p><b>Poetry</b> -Moreaps poems -Cinquains poems</p>

<p><b>Key Texts</b></p>	 <p>The Story of King Midas</p> <p>The Talk for Writing approach facilitates the transition from KS1 to KS2 through a repetitive story structure.</p>	 <p>Escape from Pompeii by Christina Ballit</p> <p>This historical fiction text engages children with ancient Rome and natural disasters, vividly portraying the eruption of Vesuvius in AD 79 to bring the topic to life and enrich their understanding of the period.</p>	 <p>Journey to Jo'Burg by Beverley Naidoo</p> <p>This fiction makes the difficult theme of apartheid accessible to young children, presenting it in a sensitive and age-appropriate manner.</p>	 <p>The Wreck of the Zanzibar by Philip Pullman</p> <p>A narrative by a known author, set in a familiar local area, offers a sense of connection and relatability to readers. Also a previously-studied author.</p>	 <p>The Lighthouse (Literacy Shed Video)</p> <p>Links to work on local area. Enables children to write inspired by a video as well as a rich text. More challenging as have to generate own vocabulary</p>	 <p>Dancing in the rain by John Lyons</p> <p>Lyon's fun and appealing style of poetry allows children to explore his childhood in the Caribbean and use it to inspire their own writing.</p>
<p><b>National Curriculum Objectives</b> (Taught across the year)</p>						
<p><b>Writing - Transcription</b></p>	<p><b>Year 3/4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> </ul>					

	<ul style="list-style-type: none"> <li>● Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>
<b>Writing – Handwriting</b>	<p><b>Year 3/4</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are sp</li> </ul>
<b>Writing – Composition</b>	<p><b>Year 3/4</b> Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>● discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>● organising paragraphs around a theme</li> <li>● in narratives, creating settings, characters and plot</li> <li>● in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>● proof-read for spelling and punctuation errors</li> <li>● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
<b>Writing – Vocabulary, Grammar and Punctuation</b>	<p><b>Year 3/4</b> Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>● extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>● using the present perfect form of verbs in contrast to the past tense</li> <li>● choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> </ul>



- using fronted adverbials
- learning the grammar for years 3 and 4

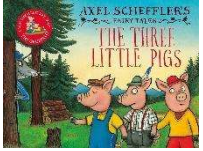


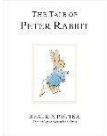
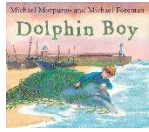

Indicate grammatical and other features by:

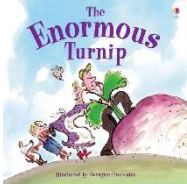
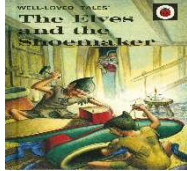

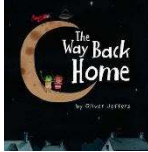
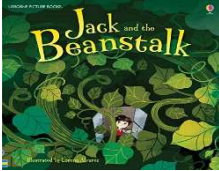
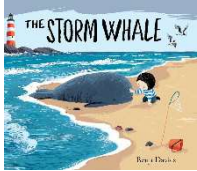
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Towan Class - EYFS, Year 1 and Year 2

<b>Towan Year A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
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Genres	Narrative Instructions	Narrative Newspaper report	Narrative Non-chronological report	Narrative Diary entry Non-chronological report	Narrative Recount Letter	Narrative Persuasive text
Key Texts	 <p>The Three Little Pigs (Defeating the monster)</p> <p>This well-known traditional tale contains much repetition to begin Talk for Writing for the year. It has a clear format and lends itself to substitution to scaffold early writers.</p>	 <p>The Tiger who Came to Tea by Judith Kerr (Warning tale)</p> <p>This familiar children's classic carries a thread of human values. Simple repetitive refrains.</p>	 <p>The Magic Paintbrush by Julia Donaldson (Warning)</p> <p>A window into a different culture. Poetic rhyming refrains. Rich vocabulary.</p>	 <p>Peter Rabbit by Beatrix Potter (Warning tale)</p> <p>British classic from a (unusually at the time), female author with an animal protagonist.</p>	 <p>Dolphin Boy by Michael Morpurgo (Wishing tale)</p> <p>Lots of descriptive imagery in a familiar setting and which has a moral thread with an environmental issue.</p>	 <p>The Cloud Spinner by Michael Catchpool (Warning Tale)</p> <p>A modern fairy tale that deals with class and environmental issues/moral decisions.</p>
Towan Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Genres	Narrative Lists Recipes/instructions Poetry	Narrative Letter writing Journal/diary entry	Narrative Instructions	Narrative	Narrative Lists Instructions Diaries	Narrative Non-chronological report Persuasive (letters)
<p><b>Key Texts</b></p>	 <p>The enormous Turnip (Wishing tale)</p> <p>Repetitive story which aids retelling and to learn Talk for Writing processes (story maps, learning a text etc.)</p>	 <p>The Elves and the Shoemaker (wishing Tale)</p> <p>Classic traditional tale that deals with kindness and the notion that hard work reaps rewards.</p>	 <p>The Disgusting Sandwich by Gareth Edwards (Warning tale)</p> <p>Modern simple story with humour. Lots of description.</p>	 <p>The Way Back Home by Oliver Jeffers (Quest)</p> <p>This story deals with simple acts of human kindness towards others with a different setting.</p>	 <p>Jack and the Beanstalk (Defeating the Monster)</p> <p>Traditional tale. Repetitive refrains and clear story structure.</p>	 <p>The Storm Whale by Benji Davies (Quest)</p> <p>A 'mirror' tale with an environmental issue having a culturally relatable setting.</p>
<p>The above are a balance to reflect and include different genres, windows and mirrors, classic and traditional tales, different story plot types.</p>						
<p><b>National Curriculum Objectives</b> (Taught across the year)</p>						
<p><b>Writing - Spelling</b></p>	<p>Year 1</p> <p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> <li>● words containing each of the 40+ phonemes already taught</li> <li>● common exception words</li> </ul>					

- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in English Appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 2

Spelling (see English Appendix 1)

Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones

	<p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
<p><b>Writing – Handwriting</b></p>	<p>Year 1</p> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● sit correctly at a table, holding a pencil comfortably and correctly</li> <li>● begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>● form capital letters</li> <li>● form digits 0-9</li> <li>● understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● form lower-case letters of the correct size relative to one another</li> <li>● start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>● use spacing between words that reflects the size of the letters.</li> </ul>
<p><b>Writing – Composition</b></p>	<p>Year 1</p> <p>Pupils should be taught to:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> <li>● saying out loud what they are going to write about</li> <li>● composing a sentence orally before writing it</li> </ul>

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

discuss what they have written with the teacher or other pupils

read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

read aloud what they have written with appropriate intonation to make the meaning clear.

**Writing –  
Vocabulary,  
Grammar and  
Punctuation**

Year 1

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2

use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.