



# St Clement's Writing Overview

## 2025/2026

|        | Autumn 1                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                          | Summer 1                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                             |
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| EYFS   | <p><b>I wonder</b><br/><b>What is special?</b><br/>Texts as a stimulus<br/>Continuous Provision opportunities<br/>Drawing Club</p>                                                                                                                                                                               | <p><b>I wonder</b><br/><b>Who could help us?</b><br/>Texts as a stimulus<br/>Continuous Provision opportunities<br/>Drawing Club</p>                                                                                                                                                         | <p><b>I wonder</b><br/><b>where people live?</b><br/>Texts as a stimulus<br/>Caption Writing<br/>Continuous Provision opportunities<br/>Drawing Club</p>                                                                                       | <p><b>I wonder</b><br/><b>what happens on a farm?</b><br/>Texts as a stimulus<br/>Caption Writing<br/>Continuous Provision opportunities<br/>Drawing Club</p>                                                     | <p><b>I wonder</b><br/><b>what happens in the great outdoors?</b><br/>Texts as a stimulus<br/>Caption Writing<br/>Continuous Provision opportunities<br/>Drawing Club</p>                                                                  | <p><b>I wonder</b><br/><b>what is in the sea?</b><br/>Texts as a stimulus<br/>Caption Writing<br/>Continuous Provision opportunities<br/>Drawing Club</p>                                                                                                                                                            |
| Year 1 | <p><b>Drawing Club</b><br/>A little bit Brave (Book)<br/>Roadrunner and Coyote (Animation)<br/>The Giant Jam Sandwich (Book)<br/>Hansel and Gretel (Tale)<br/>The Hundred Decker Bus (Book)<br/>Pink Panther (Animation)<br/>The Hairy Toe (Book)</p>                                                            | <p><b>Writing to Inform – Non-Chronological Report</b><br/>The Ugly Five (PRR)</p> <p><b>Writing to Inform - Letter</b><br/>Christmasaurus (PRR)</p> <p><b>Writing to Entertain – Poetry</b><br/>The Lonely Christmas Tree (LS)</p>                                                          | <p><b>Writing to Entertain– Character Description</b><br/>The Lion Inside (PRR)</p> <p><b>Writing to Inform - Recount</b><br/>The Naughty Bus (PRR)</p> <p><b>Writing to Entertain - Poetry</b><br/>The Monkey Puzzle (PRR)</p>                | <p><b>Writing to Entertain– Play Script/Riddle</b><br/>Naughty (LS)</p> <p><b>Writing to Inform – Information/Instructions</b><br/>The Boy Who Sailed The World (PRR)</p>                                         | <p><b>Writing to inform– News report</b><br/>Lost in the Toy Museum (PRR)</p> <p><b>Writing to Entertain - Narrative</b><br/>The Man on the Moon (PRR)</p>                                                                                 | <p><b>Writing to Entertain - Poetry</b><br/>The Lost Words (LS)</p> <p><b>Writing to Inform - Recount</b><br/>We're going on a Bear Hunt (PRR)</p>                                                                                                                                                                   |
|        | <p><b>Grammar</b><br/>Capital letters and fullstops<br/>Use adjectives<br/>-<br/>Use adjectives and nouns</p>                                                                                                                                                                                                    | <p><b>Grammar</b><br/>Use the conjunction 'and'<br/>Identify adjectives to describe nouns<br/>-<br/>Use apostrophes for contraction<br/>Subordinating clause 'because'<br/>Past tense<br/>-<br/>Nouns phrases<br/>Use adverbs and verbs<br/>Join sentences with 'and';</p>                   | <p><b>Grammar</b><br/>Use suffixes<br/>Use adjectives to describe nouns<br/>-<br/>Punctuate sentences<br/>Personal pronoun 'I'<br/>Use of suffix 'ed'<br/>-<br/>To use question marks<br/>Use adjectives<br/>Rhyming words</p>                 | <p><b>Grammar</b><br/>Use exclamation and question marks<br/>-<br/>Simple descriptive sentences<br/>Use antonyms</p>                                                                                              | <p><b>Grammar</b><br/>Use simple 'time' connectives<br/>Use factual statements<br/>Joining words and clauses<br/>-<br/>Noun phrases<br/>Commas to separate a list<br/>Use co-ordination</p>                                                | <p><b>Grammar</b><br/>Use conjunction 'and'<br/>Use expanded noun phrases<br/>-<br/>Temporal connectives<br/>Personal pronoun 'I'<br/>Exclamation sentences.</p>                                                                                                                                                     |
| Year 2 | <p><b>Writing to Inform – Recount</b><br/>All About Me- self writing</p> <p><b>Writing to Entertain – Character description-</b> Insect<br/>Caterpillar's Shoes- Video from Literacy Shed</p> <p><b>Writing to Inform – Letter, Instructions, Diary, Non-Chronological report,</b> - Esio Trot by Roald Dahl</p> | <p><b>Writing to Persuade – Persuasive Letter-</b> Dangle- Video from Literacy Shed</p> <p><b>Writing to Entertain – Poem</b><br/>Diamante- Dangle- Video from Literacy Shed</p> <p><b>Writing to Entertain – Story</b><br/>Book Mog's Christmas Disaster- Book based unit Literacy Shed</p> | <p><b>Writing to Entertain– Character Description</b><br/>Ravi as a Tiger- Book based unit from Literacy Shed</p> <p><b>Writing to Entertain– Story</b><br/>Own version of Ravi's Road<br/>Ravi's Roar- Book based unit from Literacy Shed</p> | <p><b>Writing to Inform– Letter</b><br/>Letter as Stanley- book based unit from Literacy Shed</p> <p><b>Writing to Inform – Information Text</b><br/>Museum, Flat Stanley- book based unit from Literacy Shed</p> | <p><b>Writing to Entertain – Narrative</b><br/>Elephant book- book based unit from Literacy Shed</p> <p><b>Writing to Inform – Instructions-</b><br/>How to look after an animal<br/>Elephant book- book based unit from Literacy Shed</p> | <p><b>Writing to Entertain– Setting Description</b><br/>Lots. The Diversity of Life- book based unit from Literacy Shed</p> <p><b>Writing to Entertain – Poetry</b><br/>Acrostic Poem- Lots. The Diversity of Life- book based unit from Literacy Shed</p> <p><b>Writing to Inform – Recount</b><br/>School Trip</p> |



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|               | <p><b>GRAMMAR</b></p> <p><b>All about me-</b> Capital letters and full stops</p> <p><b>Character description-</b> Powerful adjectives, noun phrases, commas in a list, coordinating conjunctions</p> <p><b>Non- chronological report-</b> suffixes 'ness' and 'er', commas in a list, paragraphs</p> | <p><b>GRAMMAR</b></p> <p><b>Persuasive letter-</b> Openers, questions with question marks, powerful adjectives, sentence types</p> <p><b>Diamante poem-</b> adjectives, simple past tense</p> <p><b>Story writing-</b> homophones, different types of punctuation, coordination and subordination conjunctions, past tense, onomatopoeia</p> | <p><b>GRAMMAR</b></p> <p><b>Character description-</b> powerful adjectives, expanded noun phrases, commas in a list</p> <p><b>Story writing-</b> 1st person, powerful verbs and adverbs, alliteration, suffixes 'full' and 'less', speech</p> | <p><b>GRAMMAR</b></p> <p><b>Letter-</b> apostrophes for omission and possession, past progressive</p> <p><b>Information text-</b> compound nouns (noun +noun and adjective noun), pronouns</p>                                                                         | <p><b>GRAMMAR</b></p> <p><b>Narrative-</b> similes, prepositional phrases. onomatopoeia, suffixes 'er' and est'(comparative and superlative)</p> <p><b>Instructions-</b> imperative verbs, time adverbs/ time connectives</p> | <p><b>GRAMMAR</b></p> <p><b>Setting description-</b> powerful verbs and adverbs, alliteration</p> <p><b>Acrostic poem-</b> adjectives, present continuous tense</p> <p><b>Recount-</b> 2nd and 3rd person, determiners</p> |
|               | <p><b>Writing to Entertain - Narrative</b><br/>The Day the Crayons came home (Literacy Shed)</p> <p><b>Writing to Inform - Recount</b><br/>Escape from Pompeii (Literacy Shed)</p>                                                                                                                   | <p><b>Writing to Entertain – Poem</b><br/>Lets Celebrate! Shape Poem (Hamilton Trust)</p> <p><b>Writing to Inform - Explanation (Volcanoes)</b><br/>Escape from Pompeii (Literacy Shed)</p>                                                                                                                                                  | <p><b>Writing to Persuade - Speech</b><br/>Myths &amp; Legends: Roman Myths (Hamilton Trust)</p> <p><b>Writing to entertain – Character Description and Setting</b><br/>Once in a Lifetime (Literacy Shed)</p>                                | <p><b>Writing to Persuade– Advertising</b><br/>Little Shoe Maker (Literacy Shed)</p> <p><b>Writing to Inform – Biography</b><br/>Literacy Shed Biographies<br/>Roald Dahl (Literacy Shed)</p>                                                                          | <p><b>Writing to Inform - Instructions</b><br/>(Literacy Shed)</p> <p><b>Writing to Entertain – Poetry</b><br/>Kenning and Quatrain (Literacy Shed)</p>                                                                       | <p><b>Writing to Inform - Persuade</b><br/>Formal Letter (Literacy Shed)</p> <p><b>Writing to Entertain - Diary</b><br/>The Story of Tutankhamun (Literacy Shed)</p>                                                       |
| <b>Year 3</b> | <p><b>GRAMMAR</b></p> <p>Homophones, Expanded Noun Phrase, Simile, Fronted Adverbials, Conjunction</p> <p>-</p> <p>Nouns, Adjectives, Verbs, Onomatopoeia, Paragraphs</p>                                                                                                                            | <p><b>GRAMMAR</b></p> <p>Nouns, Adjectives, Verbs, Adverbs, Preposition of Time, Place and Cause</p> <p>-</p> <p>Paragraphs, Technical Vocabulary, Headings/Subheadings, Present/Past Tense, Formal Language, Conjunctions, Suffixes</p>                                                                                                     | <p><b>GRAMMAR</b></p> <p>Inverted Commas, Clause Conjunctions</p> <p>-</p> <p>Expanded noun Phrases, Prepositions, Adverbs, Adjective, Complex Sentences</p>                                                                                  | <p><b>GRAMMAR</b></p> <p>Persuasive and powerful descriptive language, emotive language, rhetorical questions<br/>catchy slogan</p> <p>-</p> <p>Subheadings, Nouns, Pronouns, Possessive Apostrophe, Commas, Sentence Structures, Conjunctions, Compound Sentences</p> | <p><b>GRAMMAR</b></p> <p>Heading/subheadings, imperative verbs and adverbs, time conjunctions, fronted adverbials, clauses</p> <p>-</p> <p>Powerful Verbs, Onomatopoeia, Alliteration, Adjectives, Nouns</p>                  | <p><b>GRAMMAR</b></p> <p>Present perfect form of verbs, Clause, Conjunctions, Adverbs, Prepositions, Fronted Adverbials, commas after fronted adverbials</p> <p>-</p> <p>Past tense, conjunctions, adverbs</p>             |



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| Year 4 | <p><b>Writing to Entertain- Narrative</b><br/>Wish Granter (Literacy shed)</p> <p><b>Writing to Inform - Explanation text</b> Wish Granter (Literacy shed)</p>                                                                                                       | <p><b>Writing to Inform – Biography</b><br/><b>Lights</b> on Cotton Rock (Literacy Shed)</p> <p><b>Writing to Entertain - Diary Entry</b><br/>Stone girl, bone girl (Literacy Shed)</p>                                                                          | <p><b>Writing to inform- non-chronological report</b><br/>Lights on Cotton Rock (Literacy Shed)</p> <p><b>Writing to Entertain- Story Continuation</b><br/>Bear and the Hare (Literacy Shed)</p>                                                                       | <p><b>Writing to entertain- Poetry</b><br/>The Dot (Literacy Shed)</p> <p><b>Writing to persuade- Argument</b><br/>The Lost Things (Literacy Shed)</p>                                                                                     | <p><b>Writing to Entertain - Narrative</b><br/>Luke's Way of looking (Literacy Shed)</p> <p><b>Writing to persuade – Formal letter</b><br/>Luke's Way of looking (Literacy Shed)</p>                                                                             | <p><b>Writing to inform- instructions</b><br/>Stitch Head (Literacy Shed)</p> <p><b>Writing to Entertain- Poetry</b><br/>Performance Poetry (Literacy Shed)</p>                                                     |
|        | <p><b>Grammar</b></p> <p>Expanded noun phrase, simile, fronted adverbials, conjunction, complex sentence</p> <p>-</p> <p>Paragraphs, technical vocabulary, headings/subheadings, present/past tense, formal language, conjunctions, fronted adverbials, brackets</p> | <p><b>Grammar</b></p> <p>Subheadings, nouns, pronouns, possessive apostrophe, commas, sentence structures, conjunctions, compound sentences</p> <p>-</p> <p>Adjective starter, past tense, conjunctions, adverbs, verb sentence starter, possessive pronouns</p> | <p>Paragraphs, technical vocabulary, headings/subheadings, present/past tense, formal language, conjunctions, fronted adverbials, brackets</p> <p><b>Grammar</b></p> <p>Expanded noun phrases, prepositions, adverbs, adjective, complex sentences, plurals (-ies)</p> | <p><b>Grammar</b></p> <p>Powerful verbs, onomatopoeia, alliteration, adjectives, nouns</p> <p>-</p> <p>Present perfect form of verbs, clause, conjunctions, adverbs, prepositions, fronted adverbials, commas after fronted adverbials</p> | <p><b>Grammar</b></p> <p>Ambitious adjectives, expanded noun phrases, senses, metaphors, similes, possessive apostrophes</p> <p>-</p> <p>Persuasive and powerful descriptive language, emotive language, rhetorical questions (empty sentence) catchy slogan</p> | <p><b>Grammar</b></p> <p>Heading/subheadings, imperative verbs and adverbs, time conjunctions, fronted adverbials, clauses</p> <p>Powerful verbs, personification, adjectives, nouns, repetition, rhythm, rhyme</p> |
| Year 5 | <p><b>Writing to Entertain - suspense/ warning story -</b><br/>The Canal (TFW)</p> <p><b>Writing to discuss -</b><br/>Balanced argument</p>                                                                                                                          | <p><b>Writing to Inform – Diary Entry</b><br/>Hidden Figures (Literacy Shed)</p> <p><b>writing to entertain - poetry- The Christmas pine</b><br/>(poetry society)</p>                                                                                            | <p><b>Writing to Inform – Non-Chron Report</b><br/>Alien Creature (Literacy Shed Pandora)</p> <p><b>Writing to inform</b><br/><b>Explanation text</b> - creatures becoming extinct (TfW)</p>                                                                           | <p><b>Writing to entertain - Defeat the monster story - Beowulf</b><br/>(TFW)</p> <p><b>writing to persuade</b><br/>leaflet promoting local tourist attraction (TfW)</p>                                                                   | <p><b>Writing to persuade - persuasive</b><br/>leaflet and pitch</p> <p><b>writing to entertain</b><br/>Smaug -(TfW)</p>                                                                                                                                         | <p><b>Writing to Entertain - Narrative</b><br/><b>Who let the Gods out?</b><br/>Lit Shed</p> <p><b>Writing to Discuss</b><br/>Based on Little Red Riding Hood</p>                                                   |



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|               | <p><b>Grammar</b></p> <p>subordinating clauses,<br/>relative clauses, noun<br/>phrases, personification</p> <p>–</p> <p>Paragraphs, modal verbs,<br/>emotive language,<br/>adverbials for rhetorical<br/>questions and formal<br/>language.</p>                                 | <p><b>Grammar</b></p> <p>Paragraphs, informal language-<br/>contractions using an<br/>apostrophe, time adverbials, first<br/>person pronouns.</p> <p>–</p> <p>repetition, verbs, nouns, similes,<br/>adjectives.</p>                                                                                                                                                                                                               | <p><b>Grammar</b></p> <p>relative and subordinating<br/>clauses, prepositional phrases<br/>and expanded noun phrases<br/>adverbials</p> <p>–</p> <p>Colon for lists<br/>passive voice, brackets or dashes<br/>to add technical language,<br/>relative clauses, use of commas<br/>to mark clauses</p>                                                                                                                                                                                                        | <p><b>Grammar</b></p> <p>Colon to add further detail in a<br/>new clause, colon to link clauses,<br/>expanded noun phrases</p> <p>–</p> <p>imperative and modal verbs,<br/>adverbials, subjunctive form for<br/>formal structure</p>                                                                                                                                                                                                                 | <p><b>Grammar</b></p> <p>colons and semicolons for list<br/>features, attractions or<br/>arguments<br/>semicolons for structure<br/>repetition,<br/>! and? for rhetorical/ exclamatory<br/>sentences<br/>Modal verbs, imperative verbs<br/>–<br/>expanded noun phrases,<br/>subordinate and relative clauses,<br/>paragraphs</p> | <p><b>Grammar</b></p> <p>semicolons joining two related<br/>clauses, expanded noun phrases</p> <p>–</p> <p>Parenthesis<br/>colons and semicolons for lists,<br/>passive voice for formality, modal<br/>verbs, adverbials.</p>                                      |
|               | <p><b>Writing to inform –<br/>Formal Letter</b><br/>Application for Year 6 role</p> <p><b>Writing to entertain – Dialogue</b><br/>Perseus and Medusa<br/>(TFW)</p> <p><b>Writing to Entertain – Classic<br/>Poetry</b><br/>Poem William Blake the Tyger<br/>(Literacy Shed)</p> | <p><b>Writing to Inform - Information<br/>text</b><br/>Parent Pleaser<br/>(TFW)</p> <p><b>Writing to entertain – Character<br/>description</b><br/>Book A Christmas Carol</p>                                                                                                                                                                                                                                                      | <p><b>Writing to Entertain – Suspense</b><br/>A Tale of Fear<br/>Zelda Claw<br/>(TFW)</p>                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Writing to Inform – Letter</b><br/>Clockwork Phillip Pullman</p> <p><b>Writing to inform – Balanced<br/>Argument</b></p> <p><b>Writing to Entertain – Poetry<br/>Narrative</b><br/>The Raven Edgar Allen Poe</p>                                                                                                                                                                                                                               | <p><b>Writing to inform – Persuasive<br/>Leaflet</b><br/>Theme Park</p> <p><b>Writing to Entertain – Recount<br/>from Different perspective</b><br/>WW1 Christmas<br/>(Sainsbury's Advert)</p> <p><b>Writing to inform – Diary</b><br/>Evacuation Day<br/>Letters from a Lighthouse</p>                                          | <p><b>Writing to Inform -<br/>Newspaper</b></p> <p><b>Writing to Entertain – Narrative</b><br/>Recount<br/>Piano<br/>(Literacy Shed)</p> <p><b>Writing to Entertain – Poetry</b><br/>Sonnets and Free Verse<br/>Shakespeare Sonnet 19<br/>Wendy Cope Sonnet 22</p> |
| <b>Year 6</b> | <p><b>Grammar</b><br/>Hyphens<br/>Inverted commas - Dialogue<br/>Subordinating conjunctions<br/>Revise - nouns, verbs<br/>Expanded noun phrases<br/>Repetition<br/>Synonyms</p> <p><b>Spelling</b><br/>Literacy Shed Year 5 / 6<br/>Challenge spelling list</p>                 | <p><b>Grammar</b><br/>colon, semicolon, brackets,<br/>dashes<br/>Modal verbs<br/>Passive and Active Voice<br/>Formal and Informal<br/>Cause and effect</p> <p><b>Spelling</b><br/>the short vowel sound /i/ spelled<br/>'y'<br/>the long vowel sound /igh/ spelled<br/>'y'<br/>Adding the prefix '-over'<br/>the suffix '-ful'<br/>Words that can be nouns and<br/>verbs<br/>Words with an /oa/ sound<br/>spelled 'ou' or 'ow'</p> | <p><b>Grammar</b><br/>Y5 - Relative Pronouns,<br/>Possessive Pronouns, relative<br/>clauses (who, which where,<br/>when) , time adverbials (later)<br/>Figurative Language<br/>Repetition<br/>Short sentences</p> <p><b>Spelling</b><br/>Words with the prefixes 'dis-',<br/>'un-', 'over-' and 'im-'<br/>Words with a /f/ sound spelled<br/>'ph'<br/>. Words with origins in other<br/>countries and languages Words<br/>with unstressed vowel sounds<br/>Words ending with /shuhl/<br/>spelled 'cial'</p> | <p><b>Grammar</b><br/>Revision Y3, Y4, Y5<br/>Formal, First person,</p> <p><b>Spelling</b><br/>Words with the suffix '-ible'<br/>. Adding the suffix '-ibly' to create<br/>an adverb<br/>. Words ending in '-ent' and '-<br/>ence'<br/>Words ending in '-er', '-or' and '-<br/>ar'<br/>Adverbs synonymous with<br/>determination<br/>Adjectives to describe settings<br/>. Adjectives to describe feelings<br/>Adjectives to describe characters</p> | <p><b>Grammar</b><br/>Consolidation in pieces for writing<br/>moderations</p> <p><b>Spelling</b><br/>Grammar Vocabulary 1<br/>Grammar Vocabulary 2<br/>Mathematical Vocabulary</p>                                                                                                                                               | <p><b>Grammar</b><br/>Consolidation</p> <p><b>Spelling</b><br/>Consolidation</p>                                                                                                                                                                                   |

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|  | Words with a 'soft c' spelled 'ce' | . Words ending with /shuhl/<br>spelled 'tial'<br>Words beginning with 'acc'<br>Words with the suffix '-ably' |  |  |  |
|--|------------------------------------|--------------------------------------------------------------------------------------------------------------|--|--|--|