

Pioneer Writing Purpose Map

Cycle 2

Teachers should also ensure that in addition to the below, short-burst, standalone writing opportunities with different purposes are made available. For example, these could be in response to current events, a trip/visitor or related to a class text.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS	<p>Topic: Amazing Me</p> <p>Quality Texts – writing focus: <i>Some non-fiction texts relating to the topic (Incredible You; What Makes me a Me), some familiar stories (such as Rosie’s Walk), A Great Big Cuddle – Michael Rosen</i></p> <p>Phase 1 phonic games; introduction of P2</p> <p>A range of fine motor activities (threading, pegwork, drawing, building with small construction, using scissors).</p> <p>Develop tripod grip & pencil control</p> <p>Regular hand-writing practice</p> <p>Name writing</p> <p>Label writing</p> <p>Begin forming letters for single sounds (phonics Book Band 1+)</p> <p>Beginning to write cv and cvc words.</p> <p>Mark-making in play, using a variety of different implements.</p>	<p>Topic: Let’s Celebrate!</p> <p>Quality Texts – writing focus: <i>Red by Mary O’Neil</i></p> <p>Special events: <i>(Bonfire night, Firework Night – Extract from Enid Blyton, remembrance, Diwali, Christmas Around the World – Lesley Simmons</i></p> <p>Phase 2 & 3 Little Wandle</p> <p>Poetry (based on Red by Mary O’Neil)</p> <p>Lists (for Christmas), invitations for Diwali and Christmas parties, cards for family members.</p> <p>Letter writing</p> <p>Recipe writing</p> <p>Simple annotations for stories <i>(Rama and Sita, the Christmas story)</i></p> <p>Securing tripod grip</p>	<p>Topic: Off We Go!</p> <p>Quality Texts – writing focus: <i>(Naughty Bus, Whatever Next, Vehicles/People that help us)</i></p> <p>Phase 2 and 3 Little Wandle</p> <p>Little Wandle Phase 3 Phonics</p> <p>Caption Writing</p> <p>writing letters</p> <p>simple story mountains</p> <p>speech and thought bubbles</p> <p>Writing our names in Chinese Script</p> <p>Making own versions of stories <i>(Naughty Bus)</i></p> <p>Thank you letters to firemen.</p> <p>Improving handwriting</p>	<p>Topic: ‘Once Upon a Time: what happens in Fairyland?’</p> <p>Quality Texts – writing focus: <i>Traditional Tales (Goldilocks, Three Little Pigs)</i></p> <p><i>Familiar stories (The Kiss that Missed, Zog)</i></p> <p><i>Non-fiction (The Castle the King Built)</i></p> <p>Little Wandle Phase 3</p> <p>Alternative endings to familiar stories,</p> <p>sentence structure (finger spaces, caps, full stops),</p> <p>short plays – simple performances of traditional tales.</p> <p>Improving handwriting</p>	<p>Topic: ‘How does it Grow?’</p> <p>Little Wandle Phase 4</p> <p>Growth diaries (linked to growing beans, sunflowers)</p> <p>instruction booklets (on how to care for seeds, animals)</p> <p>life-cycles, fact files (linked to caterpillars/butterflies and chicks in the classroom).</p> <p>Finding information in non-fiction books</p> <p>Writing describing words</p> <p>Writing phonetically plausible words.</p> <p>Improving handwriting</p>	<p>Topic: ‘Splash!’</p> <p>Quality Texts – writing focus: <i>Big Book of Blue; Snail and the Whale; What the Ladybird Heard at the Seaside; Who Swallowed Stanley?; Night Pirates</i></p> <p>Little Wandle Phase 4</p> <p>Safety/anti-litter posters,</p> <p>Wanted Posters,</p> <p>Treasure map,</p> <p>story map (5 step for Night Pirates), alternative versions.</p> <p>Improved handwriting; emphasis on full stops, finger spaces, capital letters, writing on the line, consistent letter sizes.</p> <p>Caption writing</p>

<p>Y1/2 Cycle 2</p>	<p><u>Topic: Change</u></p> <p>Quality texts – writing focus: <i>Monkey Puzzle, Funny Bones, You Choose, See Inside Your Body</i></p> <p>Writing to entertain</p> <p>Author study</p> <p>Retelling of a cultural tale/story</p> <p><i>Organic writing opportunity – What I did in my holidays</i></p>	<p><u>Topic: Environment</u></p> <p>Quality texts – writing focus: <i>Beegu, Here we Are</i></p> <p>Writing to entertain</p> <p>Poetry – list poem</p> <p>Story with a familiar setting</p> <p><i>Organic writing opportunity – Forest School report</i></p>	<p><u>Topic: Animals</u></p> <p>Quality texts – writing focus: <i>Emperor’s Egg, The Three Little Wolves & the Big Bad Pig, Lighthouse Keeper’s Lunch</i></p> <p>Writing to inform</p> <p>Instructions</p> <p>Recount</p>	<p><u>Topic: Oceans</u></p> <p>Quality texts – writing focus: <i>The Odd Fish, House for Hermit, Seashell</i></p> <p>Writing to entertain</p> <p>Retelling of a traditional tale</p> <p>Interview</p>	<p><u>Topic: Explorers</u></p> <p>Quality texts – writing focus: <i>Journey, How Does Chocolate Taste on Everest?, Women who Changed the World</i></p> <p>Writing to inform</p> <p>Non-chronological report</p> <p>Letter</p>	<p><u>Topic: Castles</u></p> <p>Quality texts – writing focus: <i>The Worst Princess, Usbourne - Castles</i></p> <p>Writing to entertain</p> <p>Poetry</p> <p>Traditional tale (another culture)</p> <p>Narrative</p>
<p>Y3/4 Cycle 2</p>	<p><u>Topic: Electricity</u></p> <p>Quality texts – writing focus: <i>Leon and the space between, Iron Man</i></p> <p>Writing to persuade</p> <p>Persuasive leaflets</p> <p>Writing to entertain</p> <p>Narratives based on Iron Man</p>	<p><u>Topic: Tudors</u></p> <p>Quality texts – writing focus: <i>The Boy in the Globe, Terrible Tudors</i></p> <p>Writing to entertain</p> <p>Narrative</p> <p>Writing to inform</p> <p>Non-chronological report</p>	<p><u>Topic: Rocks</u></p> <p>Quality texts – writing focus: <i>When the giant stirred, Lava (animation)</i></p> <p>Writing to explain</p> <p>Explanation text</p> <p>Writing to entertain</p> <p>Diary entries</p>	<p><u>Topic: Romans</u></p> <p>Quality texts – writing focus: <i>Escape to Pompeii, Queen of Darkness</i></p> <p>Writing to inform</p> <p>Newspaper reports – Pompeii</p> <p>Writing to entertain</p> <p>Narrative</p>	<p><u>Topic: Rivers</u></p> <p>Quality texts – writing focus: <i>A River, The River</i></p> <p>Writing to persuade</p> <p>Persuasive texts – stop polluting</p> <p>Writing to entertain</p> <p>River poetry</p>	<p><u>Topic: Stone Age</u></p> <p>Quality texts – writing focus: <i>The Street Beneath my Feet, Stone Age Boy</i></p> <p>Writing to inform</p> <p>Instructions</p> <p>Writing to entertain</p> <p>Narratives based on The Street Beneath My Feet</p>
<p>Year 5/6 Cycle 2</p>	<p><u>Topic: WW2</u></p> <p>Quality Texts – writing focus: <i>Letters from the Lighthouse, My Secret War Diary, Goodnight Mr Tom</i></p> <p>Writing to inform</p> <p>Diary writing</p> <p>Informal and formal letter writing</p> <p>Writing to entertain</p> <p>Narrative – Goodnight Mr Tom</p>	<p><u>Topic: WW2</u></p> <p>Quality Texts – writing focus: <i>Goodnight Mr Tom, Rose Blanche, The Piano</i></p> <p>Writing to entertain</p> <p>Short flashback narratives based on The Piano</p> <p>War poetry</p> <p>Writing to inform</p> <p>Journalistic – newspaper reports</p>	<p><u>Topic: Hospitable environments</u></p> <p>Quality Texts – writing focus: <i>Holes, No Ballet Shoes in Syria</i></p> <p>Writing to persuade</p> <p>Persuasive leaflets (i.e Visit Camp Green Lake)</p> <p>Writing to inform</p> <p>Non-chronological reports (i.e Yellow Spotted Lizards)</p>	<p><u>Topic: Vikings</u></p> <p>Quality Texts – writing focus: <i>How to Train Your Dragon, Viking Boy</i></p> <p>Writing to explain</p> <p>How to train... explanation/instruction texts</p> <p>Writing to entertain</p> <p>Adventure narratives or Viking sagas</p>	<p><u>Topic: conservation</u></p> <p>Quality Texts – writing focus: <i>Earth Heroes, Speeches from conservationists</i></p> <p>Writing to persuade</p> <p>Persuasive speeches (i.e Greta Thunberg)</p> <p>Writing to entertain and inform:</p> <p>Narrations based on David Attenborough film clips</p>	<p><u>Topic: London/Black & British</u></p> <p>Quality Texts – writing focus: <i>Our Tower, Black and British, The British Poem by Benjamin Zephaniah</i></p> <p>Writing to inform</p> <p>Biography</p> <p>Writing to entertain</p> <p>Poetry</p> <p>Writing to discuss</p> <p>Class choice debate subjects i.e should school uniform be worn?</p>

