



English
Mastery

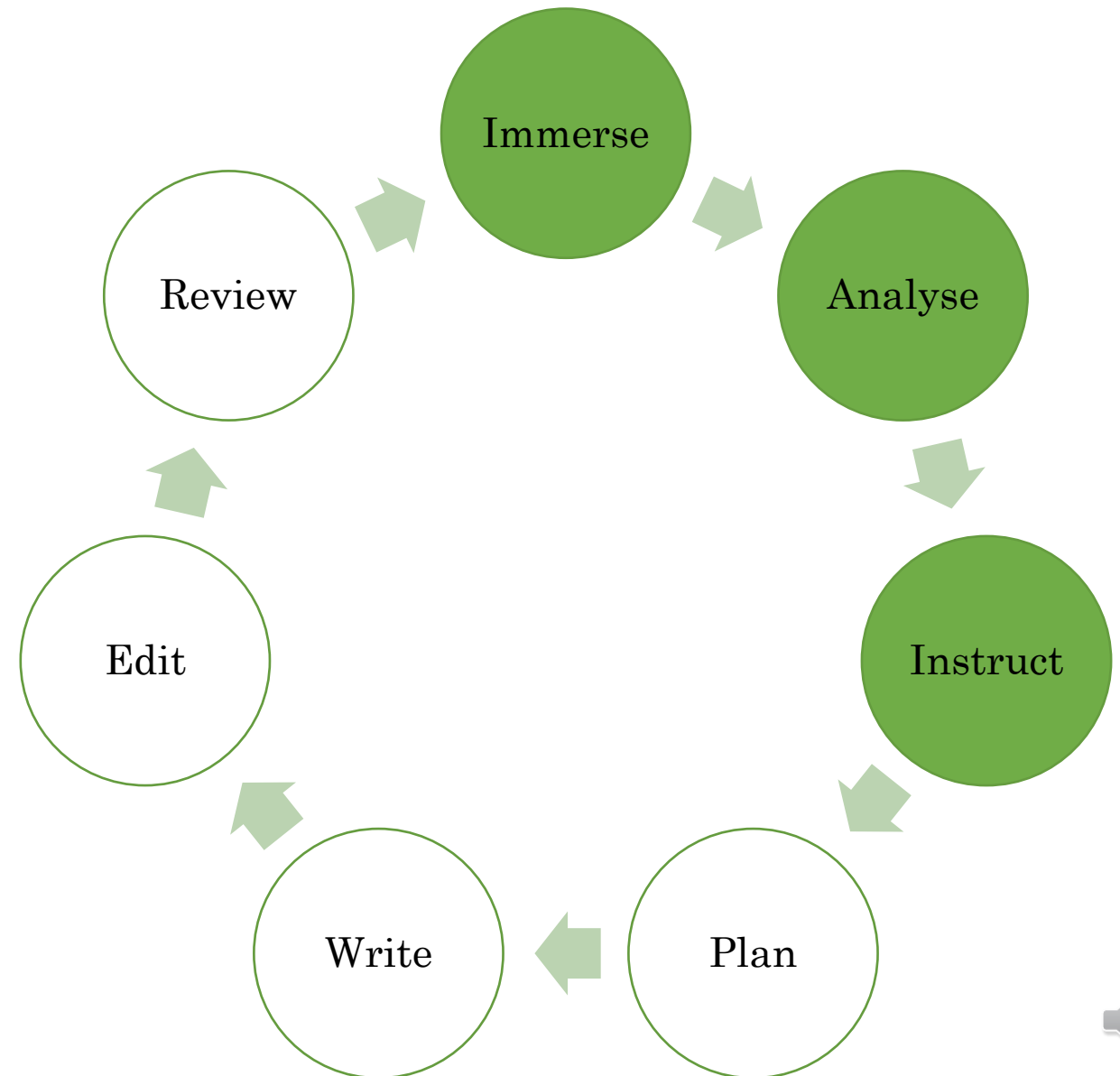
KS2

Writing Outcomes Overview



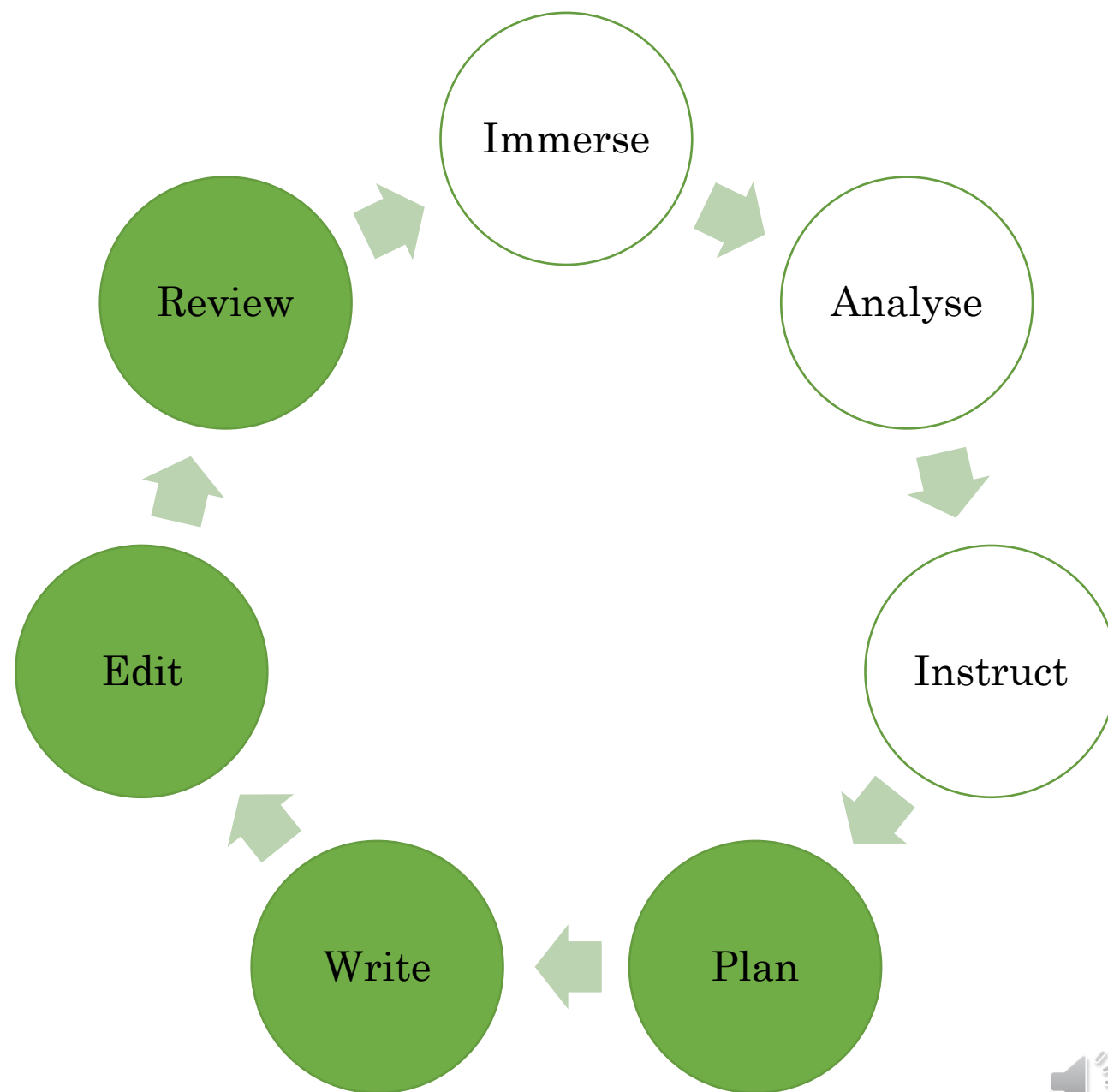
The structure of a writing unit

	Why
Immerse	<i>To inspire & engage pupils to ensure a clear understanding of the purpose & audience</i>
Analyse	<i>To understand the unique features of a text & how they contribute to its purpose</i>
Instruct	<i>To build upon prior learning & master new learning of specific features</i>





	Why
Plan	<i>To provide pupils with a clear structure</i>
Write	<i>To apply features in independent writing</i>
Edit	<i>To correct, refine & improve pupil writing</i>
Review	<i>To ensure final piece meets intended purpose & audience</i>





Writing Unit: 3 weeks

Table 4. Purposes for writing

Purpose	Explanation ⁴⁵	Examples of Genres
Describe	to describe something, such as a person, place, process, or experience, in vivid detail	▪ descriptions (e.g., people, places, or events) ▪ character sketches ▪ nature writing ▪ brochures (personal, travel, and so on)
Narrate	to tell a story of an experience, event, or sequence of events while holding the reader's interest	▪ diary entries (real or fictional) ▪ folktales, fairy tales, fables ▪ short stories ▪ poems ▪ eyewitness accounts
Inform	to examine previously learned information or provide new information	▪ summaries of new or previously learned information ▪ instructions or directions ▪ letters ▪ newspaper articles ▪ science reports
Persuade/analyze	to give an opinion in an attempt to convince the reader that this point of view is valid or to persuade the reader to take a specific action (writing to express an opinion or make an argument has a similar purpose); to analyze ideas in text, for example, by considering their veracity or comparing them to one another	▪ persuasive essays ▪ editorials ▪ compare-and-contrast essays ▪ reviews (e.g., of books and movies) ▪ literary analysis



Written Outcomes

Pupils write 2 extended pieces per half term

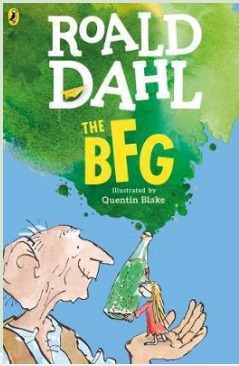
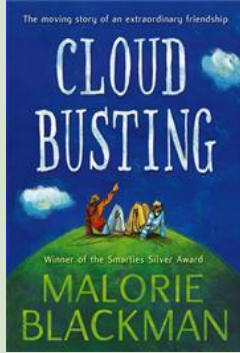
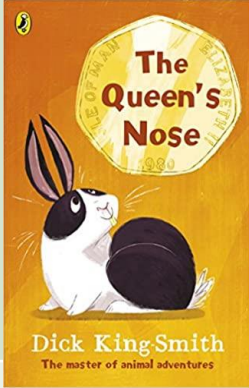
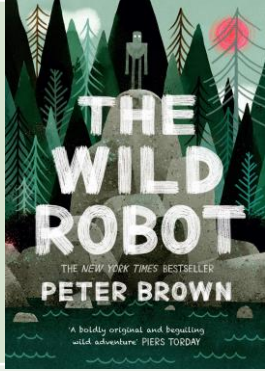
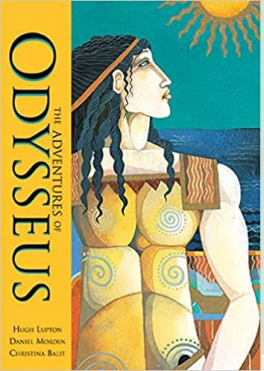


	Year 3	Year 4	Year 5	Year 6
Describe	- Character description - Setting description	- Character description - Setting description	- Historical setting (mood/atmosphere) - Action (dialogue) - Character (dialogue)	- Historical setting (mood/atmosphere) - Action (dialogue) - Character (dialogue)
Narrate	- Story openings - Simple stories x2	- Build-up and problem - Adventure stories x2	Historical fiction stories x3	Narratives x 3 (variety of plot types)
	Diary entry	- Informal letter - Diary entry	Diary entry	Journal entry
Inform	- Non chronological report - Biography	- Non chronological report - Journalistic writing	- Non chronological report - Journalistic writing - Biography	- Non-chronological report - Biography - Journalistic writing
Persuade/ analyse	- Advert - Big Question debate	- Letter (persuade) - Big Question discussion	- Persuasive speech - Big Question analytical essay	- Persuasive letter - Big Question analytical essa



Year 3 Overview

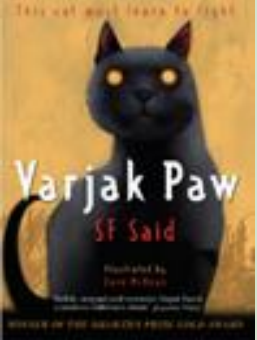
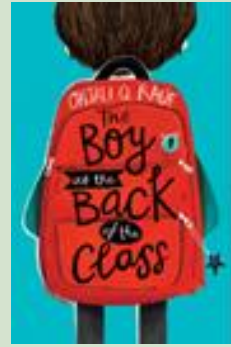
Theme: stories with morals that convey a lesson to be learnt

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Unit 1: Story Opening (from protagonist's point of view)	Unit 1: Diary Entry (<i>personal literary recount - antagonist's perspective</i>)	Unit 1: Non- chronological Report	Unit 1 & 2: Narrative (<i>fairy-tale – 5- part linear plot, rags to riches</i>)	Unit 1: Diary Entry (<i>Personal literary recount - protagonist's perspective</i>)	Unit 1 & 2: Narrative (<i>myth – 5-part linear plot, defeating the monster</i>)
Unit 2: Story Opening (<i>focussing on character and setting descriptions</i>)	Unit 2: Informal Letter (<i>personal letter - protagonist's perspective</i>)	Unit 2: Persuasive Advert		Unit 2: Biography	



Year 4 Overview

Theme: adventure stories that explore different settings

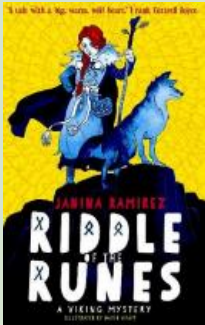
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Unit 1: Informal persuasive letter (<i>from protagonist's point of view</i>)	Unit 1 & 2: Story build up and problem (<i>from protagonist's point of view, hero's journey story</i>)	Unit 1 & 2: Diary (<i>personal literary recount - protagonist's perspective</i>)		Unit 1: Journalistic writing (<i>newspaper article</i>)	Unit 1: <i>Narrative</i> (<i>adventure story – porta, voyage & return story</i>)
Unit 2: Formal persuasive letter (<i>to local MP</i>)		Unit 1 & 2: Narrative (<i>adventure story – 5-part linear plot, quest or mission story</i>)		Unit 2: Formal persuasive letter (<i>to parents and carers</i>)	Unit 2: Big Question (<i>discussion</i>)





Year 5 Overview

Theme: historical fiction that takes us back to a different time

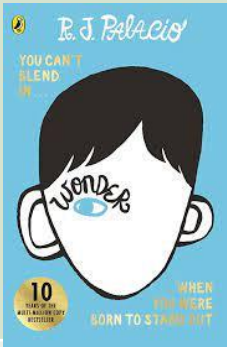
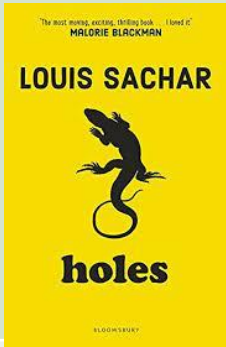
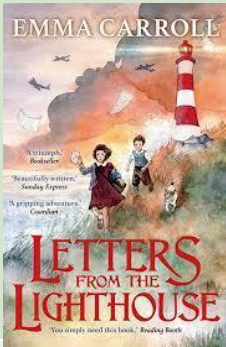
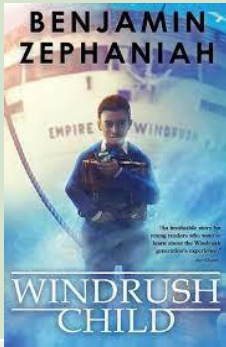
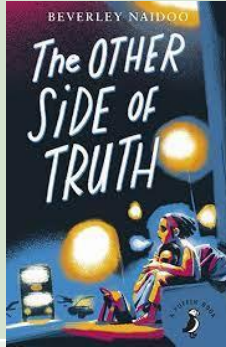
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Unit 1 & 2: Historical Legend (5-part linear plot, defeating the monster)	Unit 1: Historical Diary (First-person literary recount)	Unit 1 & 2: Adventure Narrative (Non-linear Plot with Flashback, hero's journey – voyage & return)	Unit 1: Biography	Unit 1 & 2: Narrative (Epistolary Writing - Parallel Plot with 2 protagonists from different time periods)	Unit 1: Journalistic Writing (Newspaper)
	Unit 2: Non-chronological Report		Unit 2: Persuasive Speech		Unit 2: Big Question: (Analytical Essay)





Year 6 Overview

Theme: stories in which characters overcome challenges

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					
Unit 1: Journal <i>(First-person literary recount)</i>	Unit 1: Non-chronological Report	Unit 1: Narrative <i>(Parallel plot lines)</i>	Unit 1: Journalistic Writing <i>(Article)</i>	Unit 1: & 2 Narrative <i>(Choice of plot and story arc)</i>	Unit 1: Biography
Unit 2: Narrative <i>(Non-linear plot with flashback)</i>	Unit 2: Persuasive Letter	Unit 2: Narrative Letter <i>(Epistolary writing – formal & informal letters between characters)</i>	Unit 2: Discussion		Unit 2: Big Question: <i>(Analytical Essay)</i>