English Mastery

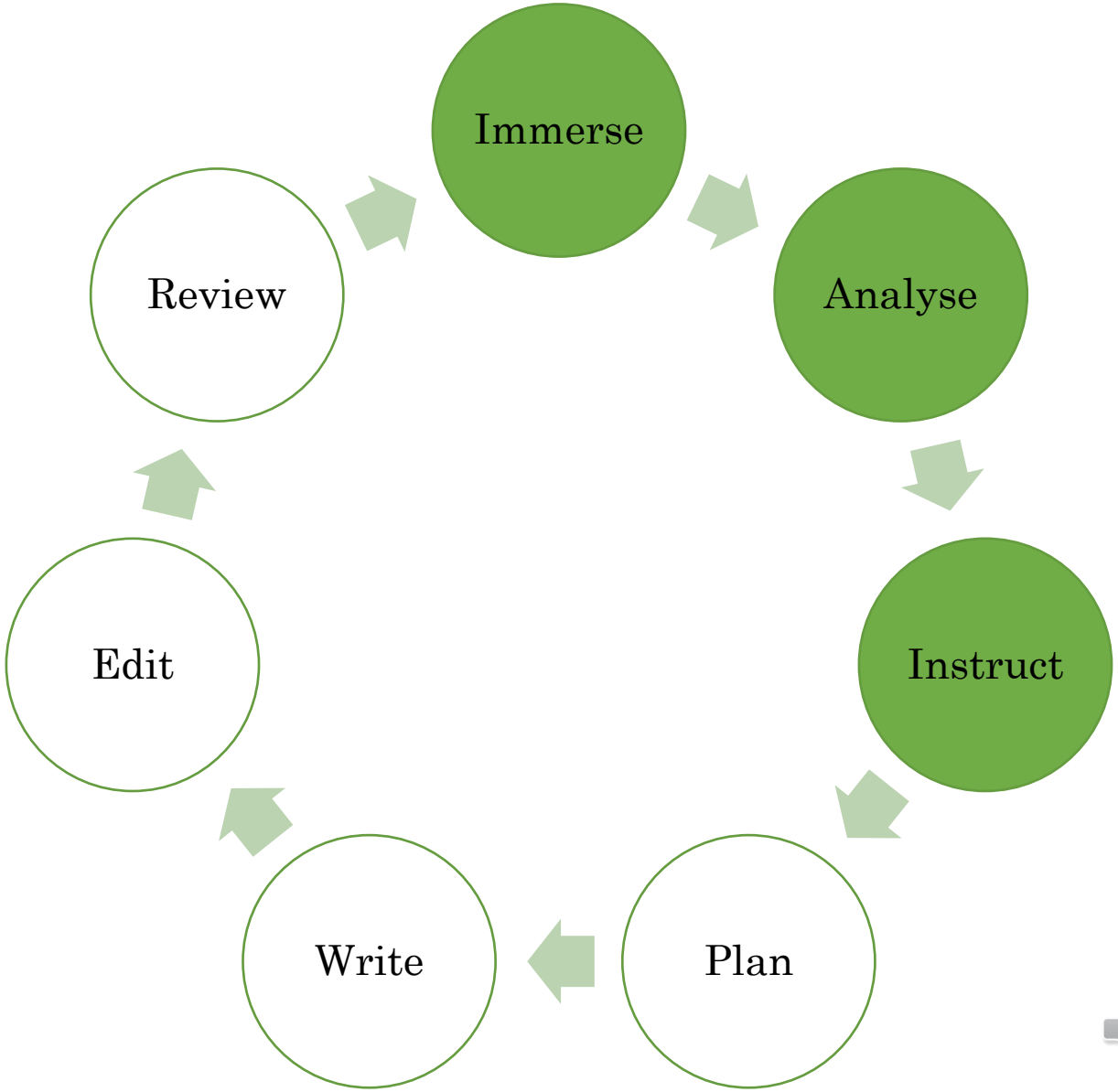
KS2

Reading Spine and Writing Outcomes Overview

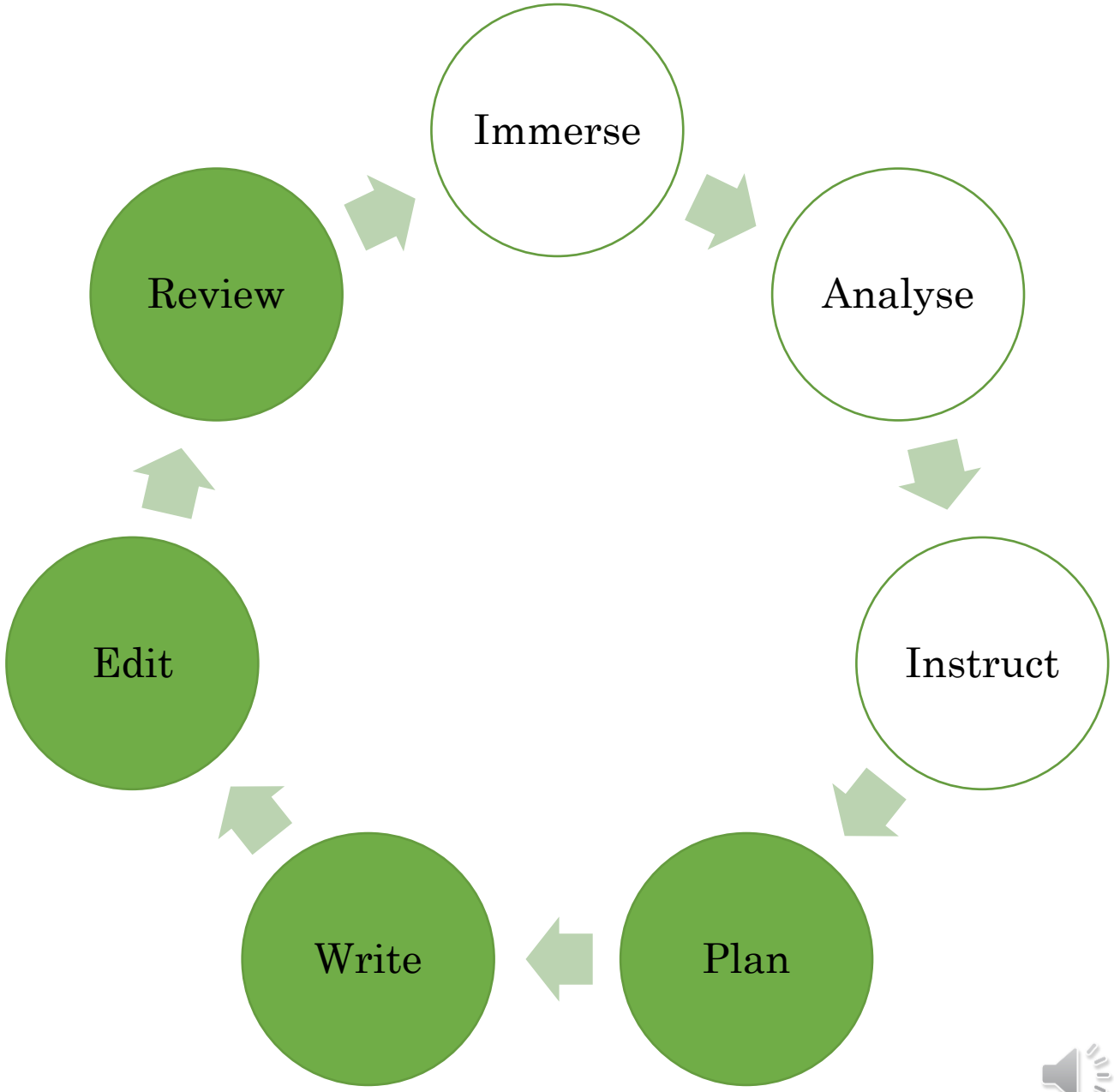
ArkCurriculum+

The structure of a writing unit

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



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



Writing Unit: 3 weeks

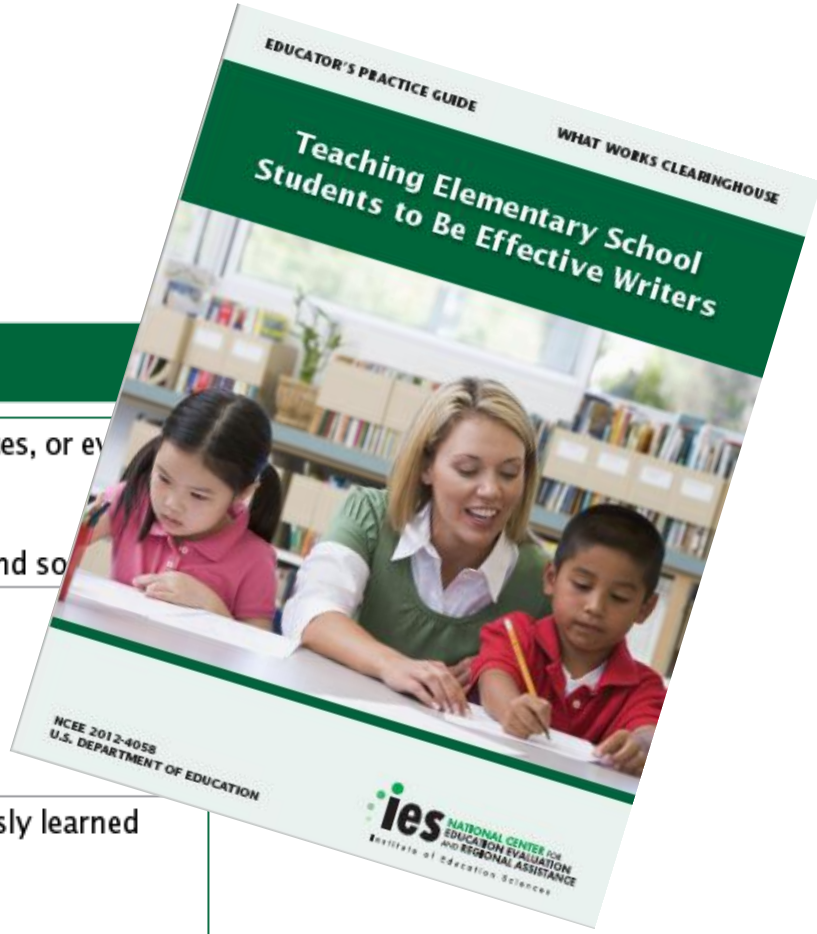


Table 4. Purposes for writing

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 ev ▪ character sketches ▪ nature writing ▪ brochures (personal, travel, and so
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

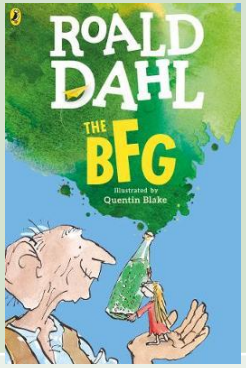
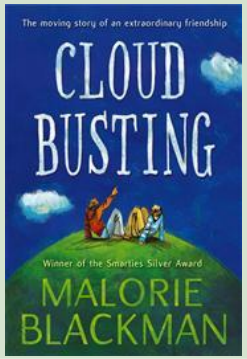
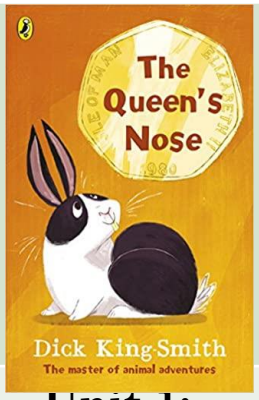
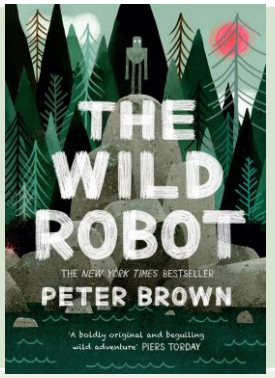
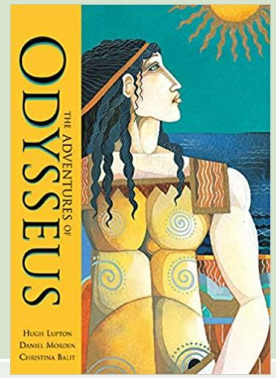
Written Outcomes

Pupils write 2 extended pieces per half term

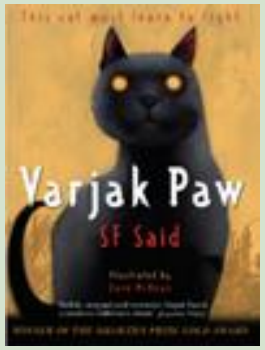
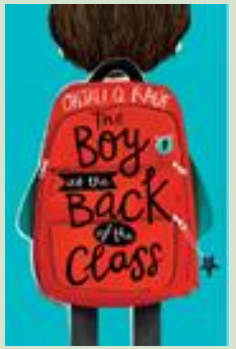
	Year 3	Year 4	Year 5	Year 6
Describe	• Character description • Setting description	• Character description • Setting description	• Historical setting (mood/atmosphere) • Action (dialogue) • Character (dialogue)	• Historical setting (mood/atmosphere) • Action (dialogue) • Character (dialogue)
Narrate	• 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 essay

Year 3 Overview

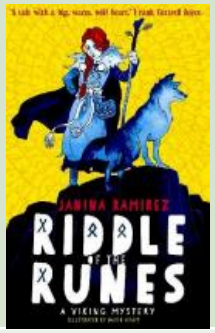
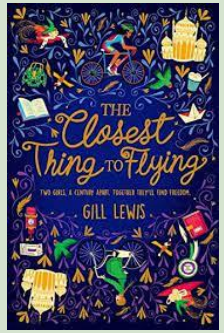
Theme: stories with morals that convey a lesson to be learnt

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

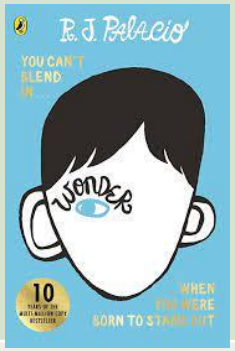
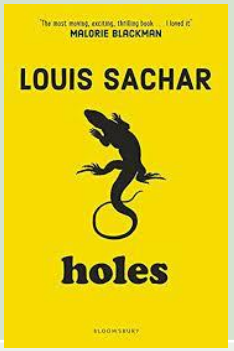
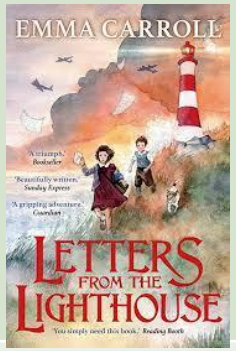
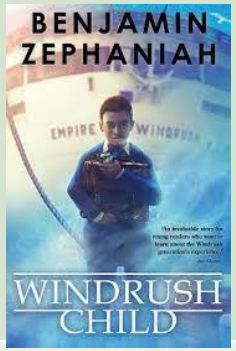
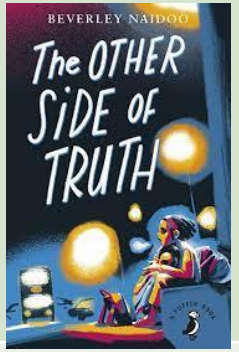
Year 4 Overview **Theme:** adventure stories that explore different settings

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

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