



HTPD Writing Overview 2023/24

HTPD Infants

	Reception	Year 1	Year 2
Spelling and Handwriting			
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 15%;">  <p>We're teaching every child to read with Little Wandle Letters and Sounds Revised. A complete SSP endorsed by the Department for Education.</p> </div> <div style="width: 70%;"> <p>At HTPD, reading is taught through decoding, using the Little Wandle Letters and Sounds Systematic Synthetic Phonics Programme. Through this, the children learn letter formation and practise spelling daily in dictation, as well as learning to write dictated sentences. Following the phonics programme, children in Year 2 are taught spelling using Little Wandle Letters and Sounds Spelling, and this continues to develop their writing through learning spelling rules and writing dictated sentences.</p> <p>At HTPD, children are taught letter formation and handwriting using Letter-join. This develops their print formation in Reception, teaches lead ins and out-strokes in Year 1, and develops cursive writing in Year 2.</p> </div> <div style="width: 10%; text-align: right;">  </div> </div>			
	Me and My Community	Super You, Super Me!	World of Inventions
Autumn Term 1	Rainbow Fish The Rainbow Fish acts as a stimulus for many activities this half term and the children become familiar with the story to re-tell it with puppets. It is a lovely tale that teaches children the virtue of sharing. It is also an example of a fable, a story that typically features animals that act like humans. The Rainbow Fish learns that being the most beautiful fish in the sea can be lonely.	House Heroes Having read the Little People BIG DREAMS books about each of our house heroes, the children act out scenes from their lives, create freeze frames and ask questions to understand their legacy. Learning what a sentence is, they then write sentences about each of our house heroes.	Mrs Armitage Character description and writing their own stories based on Mrs Armitage's stories.
		Poetry Having observed seasonal changes, children write Autumn poems using the five senses.	Diary of Inventions Keeping a log of inventions and inventors taught in class.
	Festivals	Toys	Great Fire of London
Autumn Term 2	Writing Letters to Santa The children are introduced to writing lists and letters this term, with <i>The Jolly Christmas Postman</i> as a stimulus for writing letters to Santa and then posting them, as well as writing their Christmas lists.	Dogger This is a story that the children learn with actions and by following a story map. They learn how to describe the characters using adjectives and then they use the template to write their own versions of the story featuring their own toys.	Diary Writing Based on the books (<i>Mary and the Great Fire</i> and <i>Toby and the Great Fire</i>), the children write diary entries as if they were alive during the Great Fire of London.
		Recount of the trip to Guildford Museum After visiting the Guildford Museum and learning about toys of the past, the children then recount	Recount of St Paul's Cathedral trip Chronological recount of the trip, using description to describe what they saw.

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		their trip to tell others what they did.	Instructions writing Fire safety instructions.
	Space	Fairy Tales	Dinosaurs
Spring Term 1	Whatever Next! The children become familiar with the story <i>Whatever Next!</i> to re-tell it with small world and through role play and drama. This story is an obvious invitation to wonder, 'How could we make a rocket, where would you travel and who would you meet?' and so acts as a stimulus for many activities this half term.	Gingerbread Man This is a story that the children learn with actions and by following a story map. They learn how to ask questions and how to use a question mark when writing questions; they use hot-seating to bring these to life. Following writing the story in their own words, they innovate on the story and write their own fairy tales with new characters and different problems to face.	Stomp, Chomp, Big Roars! Here Come the Dinosaurs! Poetry based on dinosaur poems, using adjectives and adverbs.
			Happy Hatchday Using a five-part story structure to write a story using the <i>Happy Hatchday</i> characters and descriptive scenes.
	Transport	Dragons	Dinosaurs
Spring Term 2	Things That Go The children explore non-fiction writing through <i>Look Inside Things That Go</i> . Through this, the children are inspired to label their own drawings, write their own facts and describe modes of transport.	When the Dragons Came The children learn the story with actions and by following a story map. Following writing the story in their own words, they then innovate on the story and write their own stories with new characters and different problems to face.	Mary Anning Non-Chronological report Sharing information about Mary Anning, organising their information into relevant sections.
			Letter writing Based on <i>Dear T.Rex</i> writing letters to a T. Rex and in response to their reply.
		DT Evaluation Evaluating their sewing projects	Natural History Museum Trip Recount Following the trip to the NHM, the children write a recount, ordering events and describing what they saw.
	Minibeasts	Growing	Home and Away
Summer Term 1	Mr Grumpy's Outing This is a cumulative tale that the children learn with actions and by following a story map. They then use it to make their own versions.	Plants Having learnt the parts of the plant, the children start by describing a plant. This leads into instruction writing to explain how to grow your own plant.	Animal Non-chronological reports Researching and presenting information based on an animal found in Guildford.

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		<p>Thank You Letters After a trip to Guildford Library, the children learn how to format a letter and write thank you letters to the library for a fantastic visit.</p>	<p>Possum Magic Using the structure of Possum Magic, the animal researched and written about for their non-chronological reports feature in an adaptation of the story.</p>
		<p>Wisley Trip Recount Following the trip to Wisley, the children order the events and describe what they saw.</p>	
		<p>The Enormous Turnip The children learn the story with actions and by following a story map. Following writing the story in their own words, they then innovate on the story and write their own stories with new enormous vegetables to face.</p>	
	<p>Growing</p>	<p>Around the UK in 80 Days</p>	<p>Home and Away</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2</p>	<p>Oliver's Vegetables This is a story that the children learn with actions and by following a story map. They then use it to make their own versions. It inspires lots of their work around growing and encourages the children to try new foods.</p>	<p>Bringing characters to life/ Traditional Stories from the UK The children create their own characters to include in a story where they use story language to take them on an adventure in the UK.</p>	<p>Letter Writing Writing formal thank you letters following the Guildford visit. Writing letters to a school in Sydney, which explain life in Guildford and ask about life in Sydney.</p>
		<p>UK Fact Files Learning about the four countries in the UK, the children create UK fact files to present their information.</p>	<p>The Great Explorer Using this text as a model, the children write a sequel for the explorer set in Australia</p>
			<p>Guildford vs Sydney A culmination of all of the knowledge gained about Guildford (Home) and Sydney (Away). The children write an opinion piece based on where they would prefer to live, including geographical reasons in their argument.</p>

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HTPD Juniors

	Year 3	Year 4	Year 5	Year 6
Spelling and Handwriting				
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	Learn to Live	Invaders	The Trouble With Power	A Walk on the Wild Side
Autumn Term 1	<p>The Koala Who Could Story Use its structure to write our own stories about a character who overcomes self-perceived challenges in order to: 'Embrace the future with hope and confidence.'</p>	<p>The Way to Impossible Island Descriptive Writing Alongside reading the text, it is used as a stimulus for a variety of writing opportunities: - Descriptive writing - Kennings poetry - Formal letters</p>	<p>Firework Maker's Daughter Alongside reading the text, it is used as a stimulus for a variety of writing opportunities: - Setting description - Informal letter from a character's point of view - Recount diary entry - Writing their own ending - prediction and understanding fiction</p>	<p>Holes Alongside reading the text, it is used as a stimulus for a variety of writing opportunities: - Non-chronological report about a fictional lizard - Informal letter to mum - Formal letters of complaint</p>
	<p>My Shadow is Pink Persuasive Letter Understand the meaning of being 'Treasured and loved as a unique child of God.' It highlights to the children how important it is that we value each other's differences and unique qualities, and then leads on to persuasive letter writing.</p>	<p>Iron Age Recipe Thinking about what would go together to make a hearty meal for the Iron Age Britons, using instructional writing to create a recipe.</p>		
	<p>My Name is Not Refugee Diaries This story requires us to 'Imagine the journey in another's footsteps.' We then write a diary entry including emotive vocabulary.</p>	<p>Butser Farm Review Writing a Trip Advisor review of Butser Farm following their visit.</p>		
	Learn to Live	Invaders	The Trouble With Power	A Walk on the Wild Side

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Autumn Term 2	<p>Poetry ‘Seeing Heaven in the Moment,’ is an opportunity to explore emotive vocabulary, imagery and even onomatopoeia used in poetry.</p>	<p>Boudicca Persuasive Writing Writing a motivational speech in the role of Boudicca.</p>	<p>Macbeth Alongside learning the story through the BBC Bitesize videos, Macbeth is used as a stimulus for a variety of writing opportunities:</p> <ul style="list-style-type: none"> - Character description – one of the witches - Letter from Lady Macbeth - Soliloquy – understanding character - Script writing – conventions of script writing Shakespearean Play Writing - Witches’ spell poetry - Poetry – iambic pentameter, rhyming couplets summarising the story of Macbeth 	<p>Newspaper Reports Using the events in Holes as inspiration, the children apply the features of newspaper reports to explain the events of the book.</p> <p>They then continue this genre with a newspaper report on the Race to the Pole – Amundsen vs Scott</p>
	<p>Animal Non-Chronological Reports and Trip Recount ‘A Zest For Learning and a Love of Life,’ leads to recounting their wonderful time learning in and out of the classroom this term. Using the house heroes as a starting point, the children then write fact files about the animals they have researched.</p>	<p>Roman Estate Agent Persuasive writing as a Roman estate agent.</p>		<p>Shackleton Speeches Writing speeches including emotive language to motivate Shackleton’s team.</p>
	Ancient Greeks	Material Mayhem	Space	It’s a Wonderful Life
Spring Term 1	<p>Ancient Greek Myths Writing their own Greek myths based on Theseus and the Minotaur, with character description and suspense.</p>	<p>George’s Marvellous Medicine</p> <ul style="list-style-type: none"> - Having read a variety of list poems, the children write their own versions on the theme of George’s Marvellous Medicine. - Writing their own story, which overcomes a problem. - News reports based on the events in the story. 	<p>Picture This This unit is based on a range of topic books: <i>Tiny Little Rocket</i> Planet descriptions, including scientific vocabulary. <i>Tuesday</i> Non-fiction writing Police report, and witness statement. Script for a film, which is created in computing. <i>The Fire of Stars</i> Biography of Cecilia Payne. <i>How to Read a Story</i> Writing a set of instructions on how to read a story which is then shared with children in Reception and then follow their instructions.</p>	<p>The Hobbit Alongside reading the text, the Hobbit is used as a stimulus for a variety of writing opportunities:</p> <ul style="list-style-type: none"> - Recount/diary - Advert - Newspaper report - Writing Gollum’s Riddles - Instructions to make Lembas Bread
	<p>Debating Ancient Greek Legacies Having learnt about the legacies of the Ancient Greeks, the children debate which they think is the most important legacy and then write persuasive arguments.</p>			

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	Volcanoes	Material Mayhem	Ancient Egypt	It's a Wonderful Life
Spring Term 2	News Reports on Volcanic Eruptions Writing a news report in Newsround tone about a recent volcanic eruption (Grindavík, Iceland)	Iron Animal Poems - Haiku poetry inspired by Ted Hughes' Iron Man - Poetry inspired by <i>Iron Wolf</i> – Ted Hughes	Egyptian Myths Having read lots of examples of Egyptian Myths, and with a focus on <i>Atum's Eye</i> , the children write their own Egyptian Myth.	The Hobbit - Writing a missing chapter - Non-chronological report about the different beings found in Middle Earth
	Escape from Pompeii Writing a story based on Escape from Pompeii, with a current day volcano setting.	Crazy Invention Advertisement Persuasive advertisements for their own inventions.	Tension Stories Reading lots of extracts from tension stories, the children learn to build tension and write their own story set in Egypt.	1001 Arabian Nights Drama and retelling stories leading the children to write their own narrative inspired by "1001 Arabian Nights."
	Second World War	Go With the Flow	Towns and Tides	Time for Change
Summer Term 1	The Lion and the Unicorn Retelling the story through drama and freeze frames. Letter writing from the point of view of the main character, Lenny.	Bluebell Poetry Following a visit to see the bluebells in the Chantries, the children write poetry involving the senses inspired by the visit.	Kensuke's Kingdom Alongside reading the text, it is used as a stimulus for a variety of writing opportunities: - Drama - Diary entry - Informal letter writing - Setting description - Biography of Kensuke - Formal letter in response to the letter to Kensuke's son.	The Victorian Revolution The children create a character who is living in rural England in 1750. They create a journal in the style of their character, which includes: - Recounts - Comparison writing
	Second World War Narrative Poetry The children read and perform a range of poetry about the second world war and explore types of poetry. They then focus on narrative poems and write their own second world war inspired poem.	There's a Boy in the Girl's Bathroom Alongside reading the text, it is used as a stimulus for a variety of writing opportunities: - Character description - Diary writing - Balanced argument about whether Jeff should be friends with Bradley		Alfred Noyce's The Highwayman Narrative writing based on the poem, from the point of view of one of the characters Love letters
	Second World War	Go With the Flow	Towns and Tides	Time for Change

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Summer Term 2	<p>Portal Stories Using "The Lion the Witch and the Wardrobe" as a stimulus, the children learn the structure of portal stories to write their own portal stories, which take them back to being an evacuee child in Guildford during the Second World War</p>	<p>High Ashurst Adventure Writing mystery stories inspired by the location of their residential trip to High Ashurst.</p>	<p>Free verse poetry Free verse based on the poetry of Michael Rosen</p> <ul style="list-style-type: none"> - Perform and analyse Michael Rosen poetry - Write their own poems based on family life 	<p>The Victorian Revolution Continuing with their journals:</p> <ul style="list-style-type: none"> - Descriptions - Letters - Applications
	<p>Diaries Diary writing about a visit to Henley Fort, and from the point of view of evacuees.</p>	<p>Formal Letters Thank you letters to High Ashurst following the visit</p>	<p>Balanced Arguments Based on coasts and land use around coastal areas, the children write balanced arguments to explain their opinions, including their newly acquired geographical knowledge.</p>	
	<p>Tourist Brochures Creating information texts which explain the River Wey to tourists and point out its significance.</p>			