



KHALSA PRIMARY SCHOOL WRITING OVERVIEW 2025-2026



KHALSA PRIMARY SCHOOL: ENGLISH INTENT

At Khalsa Primary School we believe that writing is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life- long learners. We aim to ensure all of our children develop a genuine love of language through a text- based approach.

It is our intent that every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. It is also our aim that all children have a joined, legible and increasingly efficient handwriting style.

Enrichment Opportunities in English

Wider Reading

All pupils at KPS are encouraged to explore the Recommended Texts selected for their year group. These books have been carefully chosen by subject specialists to ensure they are appropriately challenging and engaging in content.




Speaking Competition





Pupils have the opportunity to take part in a range of public speaking and performance activities, including Acting, Verse and Prose, Reading for Performance, and Public Speaking. In addition, pupils can participate in LAMDA classes to further develop their communication and performance skills.







World Book Day


World Book Day is celebrated annually at KPS, offering pupils the chance to dress up as their favourite storybook characters. This celebration fosters a love of reading, with a variety of activities focused on enjoying and engaging with stories.







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
	Main Outcome: Relate a story to real life, draw self-portrait	Main Outcome: Repeat words and phrases from familiar stories	Main Outcome: Join in with repeated phrases and actions to retell a story	Main Outcome: Orally retell a repetitive story with actions	Main Outcome: Use language to sequence events in a story	Main Outcome: Orally retell a story with increasing detail
	Outcomes: Sense of self, learn vocabulary related to feelings, singing rhymes	Outcomes: Recognise characters in a story, increase attention and respond to pictures with words	Outcomes: Early mark-making, give meaning to marks, recognise and begin to write taught sounds	Outcomes: Begin to write letters in my name, mark-making relating to story characters and settings	Outcomes: Hold pencil using a comfortable grip, write letters in name, write some taught sounds	Outcomes: Singing rhymes from a bank of known songs, name writing, draw self-portrait
	Theme: I am Special	Theme: Let's Celebrate!	Theme: Into the Woods	Theme: On the Farm	Theme: Roots and Shoots	Theme: Beautiful Beasts
	Key Content: Children will listen to the different key texts and begin to relate it to themselves. They will recognise routines related to getting ready for school and see similarities with the key texts. Children will know the names of some feelings and begin to recognise and name how they are feeling at different points of the day/year. Children will be able to name close relatives and recognise them in photos and in real life. They will look at animal families and compare them to our own families.	Key Content: In this vibrant topic, children will learn about and join in with some of the wonderful seasonal festivals. Children will learn traditions of birthday celebrations, including learning the 'Happy Birthday' song, and the importance of food in celebrations around the world. Children will begin to join in with repeated phrases in the story and some may orally retell the sequence of events, naming the characters in the story. Children will act out the Gingerbread Man's running.	Key Content: Children will be transported into the land of the forest through exploring these exciting tales. Their descriptive language will be developed and used to describe main characters and the children will use onomatopoeia to describe the different settings. Children will learn lots of vocabulary related to woodland wildlife and begin to name familiar trees and birds in their own locality. Children will draw the characters and settings using a variety of mark-making tools.	Key Content: This wonderful topic brings farm animals to life through traditional tales and memorable real-life encounters with animals. The children will learn the repeated phrases in the stories and retell the events using actions to prompt them. The children will role play as the different characters and carry out some similar activities in real-life, such as baking bread. They will learn where our food comes from and the importance of cows in giving us dairy products. The children will learn all the familiar farm animal names.	Key Content: Children become very familiar with the sequence of events in the story and can orally retell it confidently with taught actions. Some children will begin to innovate the story and change the turnip for another vegetable. Like the characters in the story, we will also be planting some seeds, which children will use as a reference to see the sequence in which plantings need to happen. Children will learn and use vocabulary relating to comparing size and height.	Key Content: Children learn the events in the story and compare it to their own personal transition of moving up to Reception. Children mark-make both inside and outside, using a range of tools available to them. Children should be becoming increasingly confident to copy their name out and many will now begin writing their name from their head. Children will be familiar with making marks that resemble letters and some may push themselves to write simple CVC words by writing the sounds that they can hear in a word.
Reception						
	Main Outcome: Beginning to hear sounds in words.	Main Outcome: Beginning to write a word	Main Outcome: Beginning to write a phrase	Main Outcome: Beginning to write a sentence	Main Outcome: Beginning to write sentences	Main Outcome: Beginning to write detailed sentences
	Outcomes: Singing rhymes, Mark-making, positional language.	Outcomes: labels, captions, lists.	Outcomes: Story Maps, labelling.	Outcomes: Story plans, Fact files Story mountains.	Outcomes: Book opinions, patterns in stories and asking questions, instructional writing.	Outcomes: writing riddles, ordering events, using past tense.
	Theme: Marvellous Me	Theme: Fabulous Festivals	Theme: Our Wonderful World	Theme: Dinosaurs!	Theme: Ready Steady Grow!	Theme: Magnificent Minibeasts
	Key Content: Children will explore the texts, looking at the different emotions and feelings of settling into school for the first time. Children will focus on making	Key Content: Children will explore the texts, looking in detail at the different types of celebrations and cultures. Children will discuss what is similar and different between	Key Content: Children will explore the texts in detail, looking at what our wonderful world offers us including the sea, the air, desert and the jungle. Children will look	Key Content: Children will explore the texts in detail, looking at past and present events. Children will begin to learn the difference between fiction and non-fiction	Key Content: Children will explore the texts in detail, looking closely at descriptive writing. Children will look at describing words in their writing and focus on	Key Content: Children will explore the texts in detail, looking closely at the language that books produce. Children will look in detail at the vocabulary that these texts produce,







	familiarity between the story and their actual class. By the end of the half term, children will know the text and be able to hold a pencil correctly, master the skill of rhyme into writing through singing Nursery rhymes, hear and write initial sounds in words and understand simple positional language.	celebrations and cultures and how they relate to their experiences of celebrations and cultures. By the end of the half term, children should be able to hear and write sounds in words, understand how to write a list, able to label and write captions. By the end of this half term children will also take part in The Nativity Production where they will learn the skills of performance and speaking in public.	at how humans have affected the world and how they can make it a more eco-friendly planet. By the end of this half term, children should be able to retell stories using a story map, able to hold a sentence, begin to have finger spaces in their writing and form letters correctly.	be able to understand that different books are written for a certain purpose. By the end of this half term, children will be able to discuss a story using past tense, sequence a story in the correct order, to begin to ask questions and to name characters in stories.	describing characters, events and settings. Children will also look at explaining their reasonings of a text and writing questions. By the end of this half term children will plan a story from beginning, middle and end where they will change the characters of a story and key events.	what they mean and the impact of the language used in the texts. By the end of this half term, children should be able to write short riddles, order events in a story, use past tense in their writing, write simple sentences independently and read them back. The aim of this term is for our children to become independent writers where they are able to enjoy writing with a purpose.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 The Naughty bus Jan Oke and Jerry Oke	 Astro Girl Ken Wilson-Max	 Dadaji's Paintbrush Rashmi Sirdeshpande	 Yeti the Bird Nadia Shireen	 Lost and Found Oliver Jeffers	 Dinosaurs that eat all that Rubbish Michael Foreman
	Main Outcome: Own adventure stories	Main Outcome: Fact file about being an astronaut	Main Outcome: Own version narrative	Main outcome: Own version narrative	Main Outcome: 'losing/finding' narrative	Main Outcome: Pamphlet
	Outcomes: Letters, diaries, sequels, non-chronological reports	Outcomes: Writing in role, commands, 'how to' guides	Outcomes: Labels, captions, speech bubbles, fact files	Outcomes: List of rules, letters, postcards, character descriptions	Outcomes: Character descriptions, instructions, non chron reports	Outcomes: Letters, setting descriptions, instructions, etc
	Theme: Journeys and Exploration	Theme: Journeys and Exploration	Theme: Imagination & Creativity	Theme: Friendship & Kindness	Theme: Friendship & Kindness	Theme: Nature & Environment
Year 1	Key Content: Initially, the children will share information about buses and try and to find out what they already know about buses to create a shared simple piece of information writing. After this, there will be some drama where the classroom is messed up or someone has drawn on something! The teacher will read part of Naughty Bus and the children will start to look for evidence to prove it is indeed Naughty Bus who has caused the chaos. After reading all of the book, the children will use Naughty Bus to innovate upon, inventing the sequel for his adventures. This will be based on the local area and will involve children captioning photos of the bus up to no good in other settings. for them.	Key Content: Share part of the text before writing in role as Astrid. Then, reading for retrieval, the children read on in the text before 'book-marking' and using the nouns found to create commands in the format of a 'how to' guide. They collaborate to pose questions and write predictions as responses before reading to the end of the text. Then they are asked to write a leaflet about training to be an astronaut, space-travel and other facts and research.	Key Content: children develop reading skills of prediction and inference, have the opportunity to practise use of basic sentence punctuation and create compound sentences before learning about apostrophes for omission and possession. The children then create a fact file. Finally, the children plan and then write their own version narrative, focusing on using verb endings correctly; using statements and commands and sequencing sentences to form short narratives.	Key Content: This three-week Writing Root would best be begun with a discussion about friendship. The children write a complete story about a two seemingly different characters, which they write in the third person and using the past tense. They use adverbs to sequence and add cohesion, as well as conjunctions to write compound sentences (but and and).	Key Content: Through the sequence of learning, children will write their own 'found' tags for other animals which turn up in the classroom, re-tell the story in their own words and write a sequence of instructions using consistent tense, detailed diagrams and numbers or words indicating chronological order. To finish, children will write their own version of a 'lost and found' story.	Key Content: Children explore the themes and ideas in the story, such as dreams, desires and how to keep the earth a nice place to call home. They create a variety of written outcomes including reports, setting descriptions, letters, instructions, retellings and eventually a class pamphlet about how to look after the planet – all to help the man in the story. They also create sentences about their dreams and similes to share.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Wolves Emily Gravett	 Goldilocks and the Three Bears	 The Bear and the Piano David Litchfield	 The Owl and the Pussy Cat	 The Dragon Machine Helen Ward	 The Great Fire of London Emma Adams
Main Outcome: Non-chronological leaflet	Main Outcome: Sequel story	Main Outcome: Narrative about bravery	Main Outcome: Rhyming poem	Main Outcome: Own dragon story	Main Outcome: Information booklet
Outcomes: Captions, information writing, character descriptions	Outcomes: Wanted posters, letters, speech bubbles, retelling	Outcomes: Letters,news-reports, writing in role, inform poster	Outcomes: Letters, interviews, lists, instructions	Outcomes: encyclopaedia, letters explanation, shopping list, letters	Outcomes: posters,, speech bubbles, letters of advice, certificates
Theme: A Twist in the Tale	Theme: A Twist in the Tale	Theme: Bravery vs. Fear	Theme: Change & Relationships	Theme: Fictional & Fantasy	Theme: Urban Metropolis
<p>Key Content: Children receive a letter from the library to say that a borrowed book is now overdue (this is the letter found at the back of 'Wolves'). Taking the book back to the library, they meet a fairytale character (adult in role), either Goldilocks or one of the three little pigs. The character asks children to help them find out what is fact and what is fiction and if they can create a leaflet that will educate the townsfolk about wolves so that they can keep safe</p>	<p>Key Content: Children initially identify the elements of a traditional tale whilst identifying adjectives to describe the character of Goldilocks. They then use these to create a 'Wanted' poster that will be displayed around school. Children then explore the text of Me and You by Anthony Browne where pictures are used to provide a context for why Goldilocks appears at the three bears house. In the final part, children write a sequel to the original story.</p>	<p>Key Content: Children arrive to class to discover an advert and attend a 'concert' of piano music. They then write statements as predictions before going on to use contracted verbs to write letters of advice. After drawing on the author's use of language to create noun phrases, they write a short news report before briefly bouncing out into a non-fiction piece where they research their chosen member of an 'Animal Orchestra'. This new character becomes the main protagonist in an own version narrative.</p>	<p>Key Content: This is a two-week Writing Root for The Owl and the Pussy-cat by Edward Lear, illustrated by Charlotte Voake, in which children explore the themes of the poem, write in role as the characters, create fictitious interviews, create lists of items they can take on their honeymoon and eventually innovate upon the poem to create their own versions. Appropriate terminology is written in bold.</p>	<p>Key Content: Children are initially engaged by noticing a dragon tail and then going on a dragon hunt across the school. Children then create a guide, exploring descriptive and positional language. They engage with the main character in the story's thoughts and emotions through letter writing. Throughout the sequence, children explore a number of spelling patterns and rules from the Y2 Programme to feed into the final outcome of an extended 'dragon machine' story.</p>	<p>Key Content: Children compare the London of today and the London of 1666. Children write a spiel for a tourism event and write a blurb for the Museum of London's Great Fire exhibit. They explore the cause of the fire and create warning posters in role as King Charles II. Children also role play being in the King's Council and make speeches giving King Charles II advice on what to do to combat the fire. Children also write certificates to give out to brave Londoners in a royal ceremony. The class will create their own mini-Museum with their work.</p>

Year 3	 Leon and the place between Angela McAllister	 The Barnabus Project The Fan Brothers	 The Pied Piper of Hamelin Michael Morpurgo	 The Cloud Tea Monkeys Mal Peet	 Flotsam David Weisner	 Jim , A Cautionary Tale Hilaire Belloc
	Main Outcome: Fantasy narrative	Main Outcome: Brochures	Main Outcome: Myth/Legend	Main Outcome: Non-chronological report	Main outcome: Sequels- mystery narratives	Main Outcomes: Poem
	Outcomes: Poster, setting description, diary entry, dialogue	Outcomes: Instructional writing descriptions, advertisements, letters of advice, dialogue	Outcomes: Reports, letters, adverts	Outcomes: Descriptive writing letter, discussion, Instructions	Outcome: Postcards, setting descriptions, non-chronological reports, message in a bottle letters	Outcomes: poster, poetry, letter of apology
	Theme: Magic & Wonder	Theme: Dreams and Curiosity	Theme: Hope and Healing	Theme: Overcoming Adversity	Theme: From mystery to discovery	Theme: Confidence and Caution
	Key Content: Children will explore the characters' thoughts and emotions and take part in drama activities, leading to writing in role and the creation of dialogue. Children will then plan their own version of the story where their own character enters a magical world. This Writing Root would work most effectively in a LKS2 class, with links to other fantasy stories. It will be beneficial to have at least five or six copies of the text so that each group of learners can interact with and explore the text.	Key Content: The children visit a pretend Perfect Pets shop in the classroom. They will discuss what they look for in the 'perfect pet' and use scientific equipment, coloured water and their imaginations to create their pet. They will go on to write expanded noun phrases and an advertisement for the Pet shop. While they follow the story of Barnabus and the other 'failed projects,' they will write letters of advice and help them create an escape plan. These skills will build towards children writing a brochure for a new pet shop where the pets can be free and choose their home.	Key Content: The Root begins with reading a range of myths, legends, fables and traditional tales, where children identify and discuss common themes, for example good over evil, wise over foolish, etc. The class then look at the Pied Piper of Hamelin and sequence the key events using a storyboard and describe the key characters, with reference to the text. Children prepare reports on rats in response to a request from the mayor. Children write their own stories.	Key Content: Children experience an immersive session where they smell and taste a range of different teas before creating descriptive statements to describe a tea. The children then write letters of thanks to the monkeys. Using the authors' note as further stimulus, children research, plan and then write a non-chronological report on tea, the tea-trade and traditions relating to tea.	Key content: Children discover a range of 'Flotsam' items. One item is a camera that contains mysterious photographs that the children must investigate. These photos come from the book Flotsam by David Wiesner. Children go on to read and reflect on the book, making predictions and retelling orally and in writing. Later in the sequence of learning, the children have the opportunity to create their own sequel to the story, called Jetsam, where they write the story of the child who next finds the camera	Key Content: Children begin by exploring a range of scenarios and their consequences, before warning the main character Jim about the consequences of his actions. Later in the sequence of learning, children will write a letter of apology from Jim to his Nurse, and also consider possible alternative endings to the tale. There will be the chance to learn and perform sections of the narrative poem before children create their own cautionary tale

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>The Baker by the Sea Paula White</p>	 <p>Frindleswyde Natalia O'Hara</p>	 <p>Shackleton's Journey Willaim Gill</p>	 <p>Tar Beach Faith Ringgold</p>	 <p>The Story of Tutankhamun Patricia Cleveland-Peck</p>	 <p>The Iron Man Ted Hughes</p>
Main Outcome: Tourist brochure	Main Outcome: Narrative Sequel	Main Outcome: Newspaper Rep	Main Outcome: Narrative	Main Outcome: Non chronological report	Main Outcome: Narrative
Outcomes: Job applications, advertisements, setting descriptions, letters in role	Outcomes: Letters, dialogue, descriptions, persuasive speech	Outcomes: lists, letters, descriptions, interviews	Outcomes: Poetry, descriptions, letters, dialogue	Outcomes: Retellings, character descriptions, book reviews	Outcomes: Character Des, news report, letter, diary, menu
Theme: Taking Courage	Theme: Darkness and Light	Theme: Unearthing Civilisations	Theme: Finding Freedom	Theme: Unearthing Civilisations	Theme: Invention & Innovation
<p>Key Content: The children enter the classroom which has been transformed into a baker's shop. Children will follow the recipe at the back of the book to make Hot Coconut Buns. They then receive a job advertisement- a baker is needed in the village! There will be an opportunity for drama where children go to a job fayre. A crisis will strike and children will be called to a council meeting to discuss how best to meet these challenges. As a solution, they will spend time planning, drafting, editing and publishing tourist brochures to attract more people and businesses into the community.</p>	<p>Key Content: They explore the author's use of figurative language and develop this to write poetry. As they continue the adventure into the frozen kingdom, children will practice how to show feelings through dialogue and write birds-eye view descriptions in role as the stork. Stepping into Frindleswyde's frosty boots, they will write persuasive speeches using figurative language to convince Cora to stay with him. Finally, after unpicking the themes of the narrative, children will plan and write their own sequel.</p>	<p>Key Content: Children begin by discovering an advert asking for volunteers to join a 'hazardous journey'. They then apply for one of the many roles on Shackleton's expedition. Children then go on to use William Grill's text to find out about the perilous adventure whilst creating interviews in role, writing both formal and informal letters and finally creating their own newspaper report about the events of Shackleton's famous journey.</p>	<p>Key Content: Once they have finished the story, children will receive a letter from the BBC asking them to write a script for the (hypothetical) upcoming movie version. Children will learn the various skills associated with script writing, writing dialogue and stage directions, including writing in present tense, using brackets, contractions and noun phrases. Children will finally publish an act from their script on BBC-headed paper and, in a small group, perform their scripts</p>	<p>Key Content: Children begin by exploring the history of Tutankhamun and writing reports about Ancient Egypt before going on to find out about Howard Carter and exploring the stories and legends about the curse of Tutankhamun's tomb. The sequence of learning finishes with children writing a biography of Tutankhamun.</p>	<p>Key Content: They will write a range of different texts-types including letters, a news bulletin and a logbook entry with the extended written outcome being a published mystery narrative. The sequence of learning includes exemplified grammar and spelling activities throughout. Drama techniques such as conscience corridor and sculptor/sculpted are used to support understanding and to develop writing.</p>

Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>The Man who walked between the Towers Mordcai Gerstein</p>	 <p>The Tempest William Shakespeare</p>	 <p>The Lost Thing Shaun Tan</p>	 <p>The Lost Happy Endings Caroll Duffy</p>	 <p>Curiosity: The story of a Mars Rover</p>	 <p>Kaspar, Prince of Cats Michael Morpurgo</p>
Main Outcome: Biography	Main Outcome: Playscript	Main Outcome: Fantasy narrative	Main Outcome: Alternative perspective prequels	Main Outcome: Explanation	Main Outcome: newspaper article
Outcomes: Fact files, journalistic descriptions, letters, speeches	Outcomes: Setting description, character des, diary, dialogue	Outcomes: Diary, letters, descriptions, Non Chron Reports	Outcomes: Letter, poetry, passage of direct speech, diary entry, story ending	Outcomes: Proposal, info labels, explanation, news report	Outcomes: character desc, letters, reports, leaflet, report
Theme: Ambition and Desire	Theme: Power vs. Principles	Theme: Belonging & Equality	Theme: Legends and Folklore	Theme: Mystery & Truth	Theme: History
<p>Key Content: They consider a diary entry found written by Philippe Petit just before he leaves to walk between the towers and write letters of advice to him. As witnesses and reporters, they create news updates for The New York Times or write content for an American news programme. They also role play making a speech as Philippe Petit in court, defending himself and his actions. Finally, the children gather everything they have learnt about Philippe Petit and write a biographical account of his life.</p>	<p>Key Content: Children explore the themes, ideas and characters in the play. They write character descriptions and comparisons, scene/setting descriptions and diary entries. They explore the conventions of writing playscripts, including (characterisation through) dialogue, stage directions and how to convey action, as well as some Shakespearean conventions, such as the iambic pentameter. The Children have the opportunity to write their own 'tempest' story to be read or performed.</p>	<p>Key Content: Children initially engage with the themes of the story and make predictions about its content. They then engage with the story in order to retell the main events to one another. This then leads to a series of innovations upon the story structure and children create their own 'lost things', creating a story plan. In the final part, children write their own lost thing narratives, based upon their story plan.</p>	<p>Key Content: Children will investigate the mystery of the stolen happy endings, linking clues identified with known fairy tales and characters. Children will write a letter with their predictions to the main character Jub before exploring figurative language to write a poem. Children will look at the author's use of language to portray the character of the witch, as well as write a diary entry in role as Jub. The sequence of learning finishes with children delving into the character of the witch using their inference skills to write a prequel to explain her backstory and the reasons she committed the terrible crime of stealing the happy endings.</p>	<p>Key Content: Children will follow the journey of the NASA rover Curiosity as it makes its way to Mars. Children will write labels to explain Curiosity's features before exploring how to use cohesive devices to expand and explain. They will use the passive voice to log the rover's landing on Mars and write a short news report to be broadcast to Times Square. Finally, children will draw together their learning to design a new rover and write an expanded explanation to propose it as the future of NASA exploration.</p>	<p>Key Content: This is a three-week Writing Root for Kaspar, Prince of Cats by Michael Morpurgo. Children will create a range of fiction and non-fiction writing opportunities including letter writing, narrative writing an alternative ending, newspaper articles, recounts and researching The Titanic and its voyage.</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 The Arrival Shaun Tan	 The Promise Nicola Davies	 The Suffragette, The Battle for Equality David Roberts	 The Three Little Pigs Project The Guardian	 Romeo and Juliet William Shakespeare	 The Unforgotten Coat Frank Cottrell Boyce
	Main Outcome: Narrative	Main Outcome: Sequel	Main Outcome: Persuasive	Main Outcome: Collection of letters	Main Outcome: Playscript	Main Outcome: Narrative
	Outcomes: letters, character desc, diaries, playscripts, guides	Outcomes: Promises, diary, letters, captions, poetry	Outcomes: Formal letters, diary, speeches, news report	Outcomes: Headlines, news reports, persuasive speeches, narrative from a particular point of view, newspaper comments, diaries, debate	Outcomes: Diaries, narratives, descriptions, debate	Outcomes: Diary, explanations, dialogue, non chron reports
	Theme: Migration & Movement	Theme: Evolution & Inheritance	Theme: Enterprise & Activism	Theme: Utopia vs. Dystopia	Theme: Fate vs. Free Will	Theme: Crossing Borders
	Key Content: Children will explore characters, emotions, different points of view and the challenges faced by the main character and some of the other characters that have made their way to the new land. Through the sequence, children will write a diary of the little girl as well as short scripts for scenes and narrative passages to describe what is happening at certain points in the book. It includes exemplified grammar activities throughout, and drama techniques- thought tapping.	Key Content: Through the sequence of learning, children will discuss the concept of promises, making their own and exploring how a seed can hold a promise within. Children will investigate the impact of using a range of modal verbs and specific punctuation choices, as well as building their vocabulary to create figurative phrases to write poetry. The Writing Root will culminate in children writing their own sequel in the form of a narrative poem to continue the story cycle.	Key Content: This is a two-week Writing Root using the book Suffragette: The Battle for Equality, which was written by David Roberts and published in 2018 to mark the anniversary of women receiving the vote. It is an illustrated information book which works chronologically through the history of suffrage, though in this sequence of learning we focus on some key events and use these to eventually plan our own campaign for a law that should be changed somewhere.	Key Content: Using the award winning 2012 Guardian advert 'Three Little Pigs', this Writing Root gives the children opportunities to explore journalistic writing by identifying viewpoint and bias. It also looks at other writing which requires a 'stance' or point of view portrayed from a particular angle, such as a diary, a defence case for a lawyer and balanced debate/discussion text. There will be opportunities for embedded grammar work throughout, in particular that of active and passive voice and the role these can play in reported events.	Key Content: Children begin this sequence of lessons by discovering a crime scene in the playground. They will write up official police reports, using the passive voice to create a formal tone. Children will go on to develop their grasp of legal vocabulary, contrasting conjunctions, formal sentence openers and the subjunctive tone through letters and diary entries. Children will debate. Children will use this debate to plan and write a balanced argument.	Key Content: Using The Unforgotten Coat by Frank Cottrell Boyce, children will explore the experiences of refugees and the reasons why people have to flee countries to seek asylum. This could be used in conjunction with Refugee Week. Through the Writing Root, children will write extended narratives in the style of a journal, recorded as a series of diary entries. There are also opportunities to write explanation texts about a science experiment, mirroring the text, as well as non-chronological reports, following research about Mongolia.