



JUNCTION FARM PRIMARY SCHOOL

ENGLISH: WRITING OVERVIEW AND PROGRESSION

Writing Overview Y1-Y6

| | Autumn 1 (8 Weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (5 weeks) | Summer 1 (6 weeks) | Summer 2 (7 weeks) |
|---|--|---|---|--|---|---|
| Y1 – Class reads <ul style="list-style-type: none"> - On Sudden Hill (Class Story Autumn 1) - The Reluctant Dragon (Class Story Autumn 2) - Sona Sharma Very Best Big Sister (Class Story Autumn 2) - The Magic Far Away Tree (Class Story Spring 1) - The Detective Dog (Class Story Spring 2) - Beside The Seaside: Seaside Holidays Then and Now (Class Story Summer 1) - Inside the Villains (Class Story Summer 2) - The Hodgeheg (Class Story Summer 2) - Handa’s Surprise - Jack & the Beanstalk - Paddington’s London Story Treasury - Florence Nightingale - Tree Seasons come & go - The Three Little Pigs - Little Red Riding Hood | My Family History What was life like when our grandparents were children? | Where do I live? | Florence Nightingale & Mary Seacole Who were the great nurses of the past? | What is my country? | Mary Anning What did Mary Anning do that was so special? | What does the rest of the world look like? |
| Stimulus | <ul style="list-style-type: none"> - Key personal facts and information. - Detective Dog. - Knowledge from History Unit of Learning. - The Alphabet Poem by Michael Rosen. | <ul style="list-style-type: none"> - Geography Unit of Learning – Where do I live? - The Months by Sarah Coleridge - The Three Little Pigs. - Christmas: Own research and personal experience. | <ul style="list-style-type: none"> - My Colours - Colin West. - Little Red Riding Hood (helping others). - Florence Nightingale by Lucy Lethbridge. | <ul style="list-style-type: none"> - Paddington’s London Treasury by Michael Bond. | <ul style="list-style-type: none"> - How plants grow. Linked to Science Unit of Learning. - Jack and the Beanstalk. - Incy Wincy Spider. - Linked to History unit of learning ‘What did Mary Anning do that was so special?’ | <ul style="list-style-type: none"> - Queue for the Zoo – Clare Bevan. - The Tree, Seasons come and Seasons go by Patricia Hegarty. - Handa’s Surprise |
| Writing Genres | <ul style="list-style-type: none"> - List & labels (1). - To write a report all about me (1). - To write a character description (1). - To write a recount of Detective Dog’s Day (1). - Describe the perfect pet (1). - Explanation: How was my grandparent’s life different to mine? - Poetry by heart. | <ul style="list-style-type: none"> - Setting Description – My Home (2). - Alliterative List Poems (1). - SPAG Review (1). - Narrative (2). - Descriptive Christmas list (1). | <ul style="list-style-type: none"> - Poetry by heart (1). - Narrative (2). - Instructions: How to get to grandma’s house (1). - Diary entry (2). | <ul style="list-style-type: none"> - Instructions on how to make a Jam Sandwich (1). - Assessment Week (1). - Letter from Paddington Bear (2). - Description: Paddington Bear (1). | <ul style="list-style-type: none"> - Explanation about plants growing (1). - Characterisation (2). - Innovate a well-known rhyme based on an animal (1). - Diary entry: Mary Anning (2). | <ul style="list-style-type: none"> - Poetry by heart (1). - Assessment Week (1). - Sports Week (1). - Comparison (2). - Narrative (2). |

Writing Overview Y1-Y6

| Y2- Class Reads | How does the weather change? | Great Fire of London Who was to blame for the Great Fire of London? | Where would you prefer to live, East Coast England or East Coast Australia? | Captain Cook & Neil Armstrong Were the journeys of Captain Cook and Neil Armstrong significant? | Why is the River Tees known as 'The Mighty River'? | Wright Brothers What did the Wright brothers do to make them famous? |
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| <ul style="list-style-type: none"> - Traction Man (Class story Autumn 1) - Toby and the Great Fire of London (Class story Autumn 2) - How the Birds got their Colours (Class story Spring 1) - The Magic Paintbrush (Class story Spring 1) - The Owl who was Afraid of the Dark (Class story Spring 2) - The River an epic Journey to the Sea (Class story Summer 1) - Fantastic Mr Fox (Class story Summer 2) - Katie Morag Delivers the Mail - The Antlered Ship - Meerkat Mail - The Proudest Blue - The Three Little Wolves and the Big Bad Pig - Storm - Meet Captain Cook - The Gruffalo - The Wright Brothers | | | | | | |
| Stimulus | <ul style="list-style-type: none"> - The Enormous Turnip. - Stone Soup. - The Storm. - Traction Man. - Bonfire Night - Fireworks: Gervais Phinn. | <ul style="list-style-type: none"> - Tiny, Burning Flame. - Toby & The Great Fire of London. - Christmas. | <ul style="list-style-type: none"> - Linked to Geography Unit. - How the birds got their colours - Aboriginal Myth. - The Magic Paintbrush. | <ul style="list-style-type: none"> - Meet Captain Cook Linked to history unit of learning. - The Moon landing Linked to history unit of learning. - Shape poem The Moon Speaks- James Carter | <ul style="list-style-type: none"> - The River an Epic Journey to the Sea. - The River Tees: Linked to Geography unit of learning. - Voices of Water – Tony Mitton. - Real life experience: Residential Trip. | <ul style="list-style-type: none"> - Hansel and Gretel. - The Gruffalo. - The Wright Brothers. - The Proudest Blue. |
| Writing Genres | <ul style="list-style-type: none"> - Narrative – retell all or part of the story of the Enormous Turnip (1). - Instructions (1). - Poetry – Write a vegetable riddle (1). - Write a weather report (1). - Character Description of Traction Man (1). - Postcard home from Traction Man (1). - Acrostic poem (1). | <ul style="list-style-type: none"> - Poetry by heart (1). - Instructions for baking bread (1). - Non-chronological report on The Great Fire of London (1). - Assessment Week (1). - Diary Entry (2). - To write a persuasive letter to Father Christmas (2). | <ul style="list-style-type: none"> - Persuasive text to visit East Coast of England (1). - Persuasive text to visit East Coast of Australia (1). - Comparison of East Coast of England and Australia (1). - Retell the story of How the birds got their colours (1). - To write own alternative ending (2). | <ul style="list-style-type: none"> - Explanation of parts of Endeavour (1). - Assessment Week (1). - Biography of Captain Cook (2). - Newspaper Report – The Moon Landing (1). - Poetry by heart Shape Poem (1). | <ul style="list-style-type: none"> - Quatrain – AABB or ABAB (1). - Explanation - Key features of the River Tees (2). - Poetry by heart (1) - Recount – Residential (2). | <ul style="list-style-type: none"> - Narrative: retell the story of Hansel and Gretel (1). - Assessment Week (1). - Sports Week (1). - To write a playscript (1). - Diary Entry - Orville Wright (2). - Write a letter to your future teacher about your achievements (1). |

Writing Overview Y1-Y6

| Y3 Class Reads | Stone Age to Iron Age How did life change from the Stone Age to the Iron Age? | What is significant about Europe? | Ancient Egypt How much did the Ancient Egyptians achieve? | How were mountains formed? | First Railways – George Stephenson How did George Stephenson impact the Victorian railways? | How are rivers and the water cycle linked? |
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| <ul style="list-style-type: none"> - A Wild Way Home (Class story Autumn 1) - The Mona Lisa Mystery (Class story Autumn 2) - Marcy and the riddle of the Sphinx: (Class story Spring 1) - Everest (Class story Spring 2) - Charlotte’s Web (Class story Summer 1) - The Iron Man (Class story Summer 2) - The Journey - How to wash a Woolly Mammoth - The street beneath by feet - The Tunnel - The Stone Age Hunters, Gatherers and Woolly Mammoths - The Barnabus Project - The hundred mile an hour dog - Operation Gadget Man - Mark of the Cyclops | <ul style="list-style-type: none"> - How to wash a woolly mammoth. - Leaflets and information booklets about Skara Brae. - The Wild Way Home. | <ul style="list-style-type: none"> - Geography Lesson- Brian Patten. - France: Linked to Geography unit of learning. - The Mona Lisa Mystery. - When Santa got Stuck up the Chimney – popular children’s song. | <ul style="list-style-type: none"> - Egyptians: Linked to the History unit of learning. | <ul style="list-style-type: none"> - Seaview Haiku – John Foster , Windy Day – John Foster , Everest by Alexandra Stewart & Joe Todd-Satnton. - The Street Beneath my Feet. Linked to Science unit of learning. | <ul style="list-style-type: none"> - George Stephenson: Linked to history unit of learning. - Residential Trip: The Deep. - Charlottes’ s Web. | <ul style="list-style-type: none"> - The River by Valerie Bloom, River Torridge by Chrissie Gittins. - Sabryna and the River Spirit. - Information about the Water Cycle. |
| Writing Genres | <ul style="list-style-type: none"> - Instructions- How to wash a woolly mammoth (2). - Persuasive advert to visit Skara Brae (written advert, TV script, leaflet...) (2). - Character description linked to ‘The Wild Way home’ (1). - Diary entry linked to ‘The Wild Way home’ (2). | <ul style="list-style-type: none"> - Poetry by heart (1). - Non-chronological report about France (2). - Assessment Week (1). - Police report on missing Mona Lisa (2). - Instructions on how to remove Santa from the chimney (1). | <ul style="list-style-type: none"> - Instructions on mummification (2). - Letter from an Archaeologist about discovering a tomb (2). - Write a report on life in Ancient Egypt (2). | <ul style="list-style-type: none"> - Poetry by heart, Write Haiki/Tanka based on Mount Everest (1). - Assessment Week (1). - Non-chronological report – Journey to the centre of the earth (1) - Survival guide – climbing Mount Everest (2). | <ul style="list-style-type: none"> - Biography - George Stephenson (2). - Recount of residential experience (2). - Alternative ending of the book, where Charlotte doesn’t die (2). | <ul style="list-style-type: none"> - Setting description (1). - Assessment Week (1). - Sports Week (1). - Retell ‘Sabryna and the River Spirit’ (2). - Explanation text (2). |

Writing Overview Y1-Y6

| Y4 Class Reads | How do volcanoes and earthquakes occur? | First Railways – George Stephenson | What coastal geographical features can we study in our local area? | Roman Britain and Roman Empire | What is significant about Africa? | Anglo-Saxons & Scots |
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| <ul style="list-style-type: none"> - Escape from Pompeii (Class read Autumn 1) - Charlie and the Chocolate Factory (Class read Autumn 2) - Father Christmas’s Fake Beard (Class read 2 weeks before Christmas) - The Legend of Podkin One Ear (Class read Spring 1) - The Journal of Iliona (Class read Spring 2) - The Boy who biked the world-Africa (Class read Summer 1) - Inspirational Sports Stories for Young Readers: How 12 World-Class Athletes Overcame Challenges and Rose to the Top (Class read Summer 2). - Famous People, Famous Lives: George Stephenson. - Daily Life in The Islamic Golden Age - Mr Popper’s Penguins - The Golden Horseman of Baghdad | | <p style="text-align: center;">How did George Stephenson impact the Victorian railways?</p> | | <p style="text-align: center;">What happened when the Romans came to Britain?</p> | | <p style="text-align: center;">Was the Anglo-Saxon period really a Dark Age?</p> |
| Stimulus | <ul style="list-style-type: none"> - The Sun: Wes Magee. - Volcanoes and Earthquakes: Linked to Geography unit of learning. - Electricity: Linked to the Science unit of learning. - Escape from Pompeii by Christiana Balit. | <ul style="list-style-type: none"> - Don’t be scared – Caroll Ann Duffy. - George Stephenson: Linked to the History unit of learning. - Charlie and the Chocolate Factory. - Father Christmas’s Fake Beard. | <ul style="list-style-type: none"> - Teeth: Linked to the Science unit of learning. - Coastal Features: Linked to Geography Unit of Learning. - Podkin One Ear. | <ul style="list-style-type: none"> - There’s an Alien in the Classroom – Gervais Phinn. - The Journal of Iliona. | <ul style="list-style-type: none"> - Africa: Linked to Geography Unit of Learning. - The boy who biked the world. - Daily Life in The Islamic Golden Age. | <ul style="list-style-type: none"> - Macavity by T.S Eliot. - Linked to School Sports Week. - The Anglo Saxons and Scots: Linked to History. |
| Writing Genres | <ul style="list-style-type: none"> - Metaphor Poem based on Volcanoes/Earthquake (1). - Setting description based on a natural disaster (2). - Newspaper report – life without electricity (2). - Recount of ‘Escape from Pompeii’ (2). | <ul style="list-style-type: none"> - Poetry by heart (1). - Biography - George Stephenson (2). - Assessment Week (1). - Narrative - Charlie and the Chocolate Factory – Missing Chapter (inventing a new room) (2). - Write 1 of the 10 stories from Father Christmas’s Fake Beard as a playscript (1). | <ul style="list-style-type: none"> - Non-chronological report about teeth (2). - Persuasive advert to visit Saltburn (2). - Narrative – To write an alternative ending (2). | <ul style="list-style-type: none"> - Poetry by heart – 1 week Write a poem titled There’s a Viking in my classroom and perform (1). - Assessment Week (1). - Diary entry of a Roman slave (The Journal of Iliona) (2). - Explanation text to explain a change in the Roman Legacy (1). | <ul style="list-style-type: none"> - Recount about a trip to Africa based on the boy who biked the world (2). - Balanced Argument - Is it the Golden Age? (based on?) (2). - Persuasive Letter about a trip to Africa (2). | <ul style="list-style-type: none"> - Poetry by heart (1). - Assessment Week (1). - Sports Week (1). - Biography: Famous Sports Personality (2). - Instructional writing (2). |

Writing Overview Y1-Y6

| Y5 Class Reads | Ancient Greeks What did the Greeks do for us? | What is significant about South America? | Maya Civilisation Why should we remember the Maya? | How are the UK and Greece similar? | Monarchy – Tudors Did the monarchy always improve life in Britain? | Who does the UK trade with? |
|---|---|--|--|--|---|---|
| <ul style="list-style-type: none"> - Percy Jackson & The Lightning Thief (Class story Autumn 1) - Grubson Pug's Christmas Voyage (Class story Autumn 2) - The Explorer (Class story Autumn 2) - Middleworld (Class story Spring 1) - The Land of Roar (Class story Spring 2) - Asha & the Sprit Bird (Class story Summer 1) - Guardians of The Wild Unicorns (Class story Summer 2) - The head that wore the crown poems - Oh, the Places You'll Go! | | | | | | |
| Stimulus | <ul style="list-style-type: none"> - Class room expectations and life experiences. - Percy Jackson & The Lightning Thief. - Greek myths and Legends. | <ul style="list-style-type: none"> - November Night- Adelaide Crapsey. - Brazil: Geography unit of learning. - The Explorer. - Christmas Film. | <ul style="list-style-type: none"> - Mayans: linked to History unit of learning. - Middleworld. | <ul style="list-style-type: none"> - It's Spring – John Foster. - UK/Greece similarities: linked to Geography unit of learning. - The Lighthouse (Literacy Shed). | <ul style="list-style-type: none"> - The head that wore the crown poems by Emma Write and Rachel Piercey. - The Tudors: linked to History unit of learning. - The Solar System: linked to Science unit of learning. | <ul style="list-style-type: none"> - The Solar System: linked to Science unit of learning. - Oh The Places You Will Go- Dr Seuss . |
| Writing Genres | <ul style="list-style-type: none"> - To write a persuasive introduction to Year 5 (aims, expectations...) (1). - Diary entry (2). - Playscript (2). - Narrative - Greek myth (2). | <ul style="list-style-type: none"> - Poetry by heart and creating their own cinquain (1). - Advert on Brazil (2). - Assessment Week (1). - Informal letter in the bottle (2). - To write a Christmas film review (1). | <ul style="list-style-type: none"> - Explanation text – From Bean to Bar (2). - Instructions on how to play pok-a-tok (1). - Setting description (1). - Narrative (2). | <ul style="list-style-type: none"> - Poetry by heart and write their own personification poem about Spring and perform (1). - Assessment Week (1). - Which is better: chicken parmo or chicken gyro? (1) - Narrative – The Lighthouse (2). | <ul style="list-style-type: none"> - A review of The head that wears the crown poem (2). - Discussion: Was Henry VIII a good king? (2) - Non-chronological report on planets (2). | <ul style="list-style-type: none"> - Setting description – International Space Station (1). - Assessment Week (1). - Sports Week (1). - Biography on a famous astronaut. - Instructions on how to make a paper rocket (1). - Poetry by heart (1). |

Writing Overview Y1-Y6

| Y6 Class Reads | How can we save our planet? | Early Civilisations – Shang, Indus Valley, Early Islam | What is significant about Asia? | Vikings | How have ancient settlements influenced life today? | Crime & Punishment |
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| <ul style="list-style-type: none"> - Shackleton’s Journey (Class read Autumn 1) - The Boy at the Back of the Class (Class read Autumn 2) - Stockton Children’s Book of the Year (Spring 1) - Viking Boy (Class read Spring 2) - Holes (Class read Summer 1) - The Night Bus Hero (Class read Summer 2) - A Kind of Spark - Optional text: Shakespeare for every day of the year | <ul style="list-style-type: none"> - How can we save our planet? Linked to the Geography unit of learning. - Shackleton’s Journey. - Summer-water Sonnet - Gillian Clarke and Lines Upon Westminster Bridge - William Wordsworth. | <ul style="list-style-type: none"> - The Boy at the Back of the Class. - An Unexpected Guest advert. | <ul style="list-style-type: none"> - The Tiger who came to Tea. - Tuesday. - Stockton Borough Council book of the Year Award | <ul style="list-style-type: none"> - The Tree of Yggdrasil. - The Saga of Biorn. - Wallace & Gromit film study. | <ul style="list-style-type: none"> - Holes. - Yellow Spotted Lizard (Holes). | <ul style="list-style-type: none"> - The Piano. - Sports personality biographies. - Outdoor education/residential. - Transition to secondary. - What I love about school |
| Writing Genres | <ul style="list-style-type: none"> - Create their own speech based on saving the planet - Greta Thunberg speech (2). - Informal Letter (2). - Newspaper report of The Endurance setting sinking (2). - Poetry by heart. Compare and perform (1). | <ul style="list-style-type: none"> - Diary entry - recount of first day from perspective of Ahmet (2). - Playscript – conversation between parents (1). - Assessment Week. - Balanced Argument - whether or not to help Ahmet (2). - Non-chronological report about Christmas in UK (1). | <ul style="list-style-type: none"> - Writing own version of The Tiger who came to Tea – focus on audience (1). - Diary Entry (2). - Police Report (2). - Book review (1). | <ul style="list-style-type: none"> - Write own poem about The Tree of Yggdrasil (1). - Assessment Week (1). - Narrative (2). - Design and explain how own contraption works (2). | <ul style="list-style-type: none"> - Diary entry (2). - A non-chronological report (2). - SATS Week (1). - Narrative: alternative ending (Holes) (1).. | <ul style="list-style-type: none"> - Flashback narrative (2). - Sport Week (1). - Biography on Sporting Hero (1). - Balanced Argument (1). - Instructions (1). - Poetry by heart (1). |

Overview of Y1 Writing Curriculum

| Autumn Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Autumn 1 | | | | | | |
| 2 | List and labels Myself and my family. | To inform | List & labels | 'ck' Phonics Phase 2 (1) | Autumn 1 Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences. | Pre module assessment (1) |
| Genre is the progression | | | | | | |
| 3 | Key personal facts and information. | To inform | To write a report all about me. | 'nk' Phonics Phase 4 (2) | Autumn 1 Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences. | Lessons 1 & 2 (2) |
| Progression of genre: Prior knowledge from EYFS: - Title (can be give) - Simple subject specific language - Present or past tense - May be linked to a real life experience e.g. trip or visitor | | | Progression of genre: - Subject specific language - Facts - Present or Past tense (depending on subject) - Usually written in third person (he, she. It, they) - Coordinating conjunctions to link two main ideas | | | |

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| <p>- Simple connectives e.g. 'and'</p> | | | <p>- Subordinating conjunctions - Title (can be given) - Subheadings (can be given) -Pictures/captions/labels could be used to aid presentation</p> <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A sentence to explain what is being written about • Main body - A few sentences underneath each subheading. • Conclusion - A sentence to describe own opinion of the subject and why. | | | |
| 4 | Detective Dog. | To entertain | To write a character description. | 'ff', 'll', 'ss', 'zz' Phonics Phase 2 (3) | Autumn 1 Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences. | Lessons 3 & 4 (3) |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <p>-Look attentively and describe new experiences. -Use adjectives to say what images look like. -Use all the senses to discuss and describe – look, touch, taste, hear and smell. -Use powerful verbs to describe the quality of movement e.g. crept, tiptoed.</p> | | | <p>Progression of genre:</p> <p>-Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. -Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. -Use power of 3 sentences to describe e.g. the distant, glittering star. -Choose powerful verbs instead of got, came, went, said, look. -Use adverbs to describe how e.g. she whispered softly. -Use 'as' and 'like' similes. -Draw on all the senses when describing.</p> | | | |
| 5 | Detective Dog. | To inform | To write a recount of Detective Dog's Day. | '-ve' Phonics Phase 2 (4) | Autumn 1 Finger spaces Capital letters and full stops to demarcate sentences | Lessons 5 & 6 (4) |

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| | | | | | <p>To use one or two adjectives to describe</p> <p>Understand how words can combine to make sentences.</p> | |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> - Past tense. - Retell important events in order. | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> - Simple adjectives to describe thoughts/ feelings. - Time adverbials <p>Suggested text layout: Introduction What are you going to tell them about? Main body Simple sentences of what they did. Conclusion What did they think about the event?</p> | | | |
| 6 | Detective Dog and own experience. | To entertain | Describe the perfect pet. | long 'oo' & short 'oo' Phonics Phase 3 (5) | <p>Autumn 1 Finger spaces</p> <p>Capital letters and full stops to demarcate sentences</p> <p>To use one or two adjectives to describe</p> <p>Understand how words can combine to make sentences.</p> | Lesson 7 & 8 (5) |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Look attentively and describe new experiences. -Use adjectives to say what images look like. -Use all the senses to discuss and describe – look, touch, taste, hear and smell. -Use powerful verbs to describe the quality of movement e.g. crept, tiptoed. | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. -Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. -Use power of 3 sentences to describe e.g. the distant, glittering star. -Choose powerful verbs instead of got, came, went, said, look. -Use adverbs to describe how e.g. she whispered softly. | | | |

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| | | | | -Use 'as' and 'like' similes. -Draw on all the senses when describing. | | |
| 7 | Knowledge from History Unit of Learning. | To inform | Explanation: How was my grandparent's life different to mine? | 'ai' sound 'oi' sound Phonics Phase 3 (6) | Autumn 1 Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences. | Lesson 9 & 10 (6) |
| Progression of genre: Prior knowledge from EYFS: Title (can be given) -Simple subject specific language - Present or past tense - May be linked to a real-life experience e.g. trip or visitor - Simple connectives e.g. 'and' | | | | Progression of genre: -Subject specific language -Facts -Present or Past tense (depending on subject) -Usually written in third person (he, she. It, they) -Coordinating conjunctions to link two main ideas -Subordinating conjunctions -Title (can be given) -Subheadings (can be given) -Pictures/captions/labels could be used to aid presentation Possible text structure: -Introduction - A sentence to explain what is being written about -Main body - A few sentences underneath each subheading. -Conclusion - A sentence to describe own opinion of the subject and why. | | |
| 8 | The Alphabet Poem by Michael Rosen | To entertain | Poetry by heart | 'ar' sound Phonics Phase 3 (7) | Autumn 1 Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe | Lesson 11 & 12 (7) |

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| | | | | | Understand how words can combine to make sentences. | |
| <p>Progression of genre: Phase 1 Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.</p> | | | <p>Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding sound scapes to a poem/oral rehearsal with actions. -Write a simple review.</p> | | | |
| Autumn 2 | | | | | | |
| 1 & 2 | Geography Unit of Learning – Where do I live? | To inform | Setting Description – My Home. | 'ear' sound Phonics Phase 3 (1) 'air' sound Phonics Phase 3 (2) | <p>Autumn 2 Using coordinating conjunction 'and'</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'</p> <p>finger spaces</p> <p>Capital letters and full stops to demarcate sentences</p> <p>Question and exclamation marks</p> | <p>Lessons 12 & 13 (1) Lessons 14 & 15 (2)</p> |
| <p>Progression of genre: Prior knowledge from EYFS: -Look attentively and describe new experiences. -Use adjectives to say what images look like. -Use all the senses to discuss and describe – look, touch, taste, hear and smell. -Use powerful verbs to describe the quality of movement e.g. crept, tiptoed.</p> | | | <p>Progression of genre: -Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. -Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. -Use power of 3 sentences to describe e.g. the distant, glittering star. -Choose powerful verbs instead of got, came, went, said, look. -Use adverbs to describe how e.g. she whispered softly. -Use 'as' and 'like' similes. -Draw on all the senses when describing.</p> | | | |

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| 3 | The Months by Sarah Coleridge | To entertain | Alliterative List Poems | 'ow' & 'ou' sound Phonics Phase3 = ow Phonics Phase5=ou (3) | <p>Autumn 2 Using coordinating conjunction 'and'</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'</p> <p>finger spaces</p> <p>Capital letters and full stops to demarcate sentences</p> <p>Question and exclamation marks</p> | Lessons 16 & 17 (3) |
| <p>Progression of genre: Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.</p> | | | | <p>Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding sound scapes to a poem/oral rehearsal with actions. -Write a simple review.</p> | | |
| 4 | Internal Assessments and bridge any gaps during this Autumn term. | | | 'igh' & 'ie' sound Phonic Phase 3 = igh Phonics Phase 5 = ie (4) | | Lessons 18 & 19 (4) |
| 5 & 6 | The Three Little Pigs | To entertain | Narrative | 'ee' & 'ea' sound Phonic Phase 3 = ee Phonics Phase 5 = ea (5) 'ay' sound'oy' sound Phonics Phase 5 (6) | <p>Autumn 2 Using coordinating conjunction 'and'</p> <p>Capital letters for names, places, the days of the</p> | Lessons 20 & 21 (5) Lessons 22 & 23 (6) |

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| | | | | | <p>week and the personal pronoun 'I'</p> <p>finger spaces</p> <p>Capital letters and full stops to demarcate sentences</p> <p>Question and exclamation marks</p> | |
| <p>Progression of genre:</p> <p>Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Simple narratives and retellings are told/ written in first or third person. -Simple narratives are told/ written in past tense. -Simple narratives use typical characters, settings and events whether imagined or real. -Simple narratives use some story language. -Learn stories orally and retell them with actions. -Introduce story characters/props into provision areas to structure play. -Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Make simple innovations to known stories. E.g. change main character. -Think, say and write sentences to retell a story in their own words or writes their own simple stories | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Simple narratives and retellings are told/written in first or third person. -Simple narratives are told/ written in past tense. -Events are sequenced to create texts that make sense. -The main participants are human or animal. -Simple narratives use typical characters, settings and events whether imagined or real. -‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. -Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. -Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. -Sentences are demarcated using full stops, capital letters and finger spaces. -Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. -Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! -Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. -Learn stories orally and retell them with actions. -Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Listen to/ learn stories and narrative texts that use the features required for the writing. -Use drama to understand to deepen understanding of chosen text. -Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. -Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. -Make structured plans based on the chosen story by changing characters and key events. -Recognise and use ‘story language’ e.g. Once upon a time, later that day, happily ever after etc. -Think, say and write sentences to tell the story or narrative in their own words. | | | |
| 7 | Own research and personal experience. | To inform | Descriptive Christmas list | ‘er’ sound Phonics Phase 3 (7) | Autumn 2 | Lesson 24 & 25 (7) |

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| | | | | | <p>Using coordinating conjunction 'and'</p> <p>Capital letters for names, places, the days of the week and the personal pronoun 'I'</p> <p>finger spaces</p> <p>Capital letters and full stops to demarcate sentences</p> <p>Question and exclamation marks</p> | |
| Genre is the progression | | | | | | |

| Spring Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Spring 1 | | | | | | |
| 1 | My Colours - Colin West | To entertain | Poetry by heart | ur' & 'ir' sound Phonics Phase 3 = ur Phonics Phase 5 = i | <p>Spring 1 Understand how words can combine to make sentences.</p> <p>Using coordinating conjunction 'and'</p> <p>Capital letters and full stops</p> <p>Finger spaces</p> <p>Question and exclamation marks</p> <p>To use one or two adjectives to describe</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> | Lessons 26 & 27 (1) |
| <p>Progression of genre: Prior knowledge from EYFS: Phase 2 Making suggestions on how to innovate simple, well known rhymes. -Making lists of vocab suitable for poem</p> | | | <p>Progression of genre: Phase 2 -Drama -Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome. -Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. -Odd one out games to create rhyming pairs e.g. cat, rat, ball. -Using simple dictionaries -Making structured plans.</p> | | | |
| 2 & 3 | Little Red Riding Hood (helping others). | To entertain | Narrative | <p>'or' & 'ore' sound Phonics Phase 3 = or</p> <p>'aw' & 'au' sound Phonics Phase 5 = aw</p> | <p>Spring 1 Understand how words can combine to make sentences.</p> | <p>Lessons 28 & 29 (2)</p> <p>Lessons 30 & 31 (3)</p> |

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| | | | | Phonics Phase 5 = au (3) | <p>Using coordinating conjunction 'and'</p> <p>Capital letters and full stops</p> <p>Finger spaces</p> <p>Question and exclamation marks</p> <p>To use one or two adjectives to describe</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> | |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Simple narratives and retellings are told/ written in first or third person. -Simple narratives are told/ written in past tense. -Simple narratives use typical characters, settings and events whether imagined or real. -Simple narratives use some story language. -Learn stories orally and retell them with actions. -Introduce story characters/props into provision areas to structure play. -Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Make simple innovations to known stories. E.g. change main character. -Think, say and write sentences to retell a story in their own words or writes their own simple stories | | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Simple narratives and retellings are told/written in first or third person. -Simple narratives are told/ written in past tense. -Events are sequenced to create texts that make sense. -The main participants are human or animal. -Simple narratives use typical characters, settings and events whether imagined or real. -‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. -Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed. -Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny’s house on Saturday; We went to the park after school. -Sentences are demarcated using full stops, capital letters and finger spaces. -Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. -Use of exclamation marks to indicate emotions such as surprise or shock e.g.Help! Oh no! -Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. -Learn stories orally and retell them with actions. -Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Listen to/ learn stories and narrative texts that use the features required for the writing. -Use drama to understand to deepen understanding of chosen text. -Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. | | |

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| | | | | <p>-Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose.</p> <p>-Make structured plans based on the chosen story by changing characters and key events.</p> <p>-Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.</p> <p>-Think, say and write sentences to tell the story or narrative in their own words.</p> | | |
| 4 | Little red Riding hood | To inform | Instructions: How to get to grandma's house. | 'wh' sound Phonics Phase 5 (4) | <p>Spring 1</p> <p>Understand how words can combine to make sentences.</p> <p>Using coordinating conjunction 'and'</p> <p>Capital letters and full stops</p> <p>Finger spaces</p> <p>Question and exclamation marks</p> <p>To use one or two adjectives to describe</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> | Lessons 32 & 33 (4) |
| <p>Progression of genre:</p> <p>Prior knowledge from EYFS:</p> <p>Use of 'bossy' verbs</p> <p>-Title (can be given).</p> <p>-Simple instructional sentences written next to a given picture of step or steps.</p> | | | | <p>Prior knowledge from EYFS:</p> <p>-Simple time words first, next etc.</p> <p>-Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not</p> <p>-(Y2) Commas in lists may be used to separate required ingredients/materials.</p> <p>-Title e.g. How to</p> <p>-Bullet points or numbers</p> <p>-May include pictures with captions</p> <p>-Simple subheadings e.g. What you need/ What to do (can be given)</p> <p>Possible text structure:</p> <p>Introduction</p> <p>Sentence to introduce item to be produced.</p> | | |

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| | | | | List of ingredients and quantities beneath a subheading (can be given) Main body Sentences to describe each step with specific information. Numbered steps Conclusion A simple sentence to say what the end product will be like and what it can be used for. | | |
| 5 & 6 | Florence Nightingale by Lucy Lethbridge | To inform | Diary entry | ‘ph’ sound Phonics Phase 5 (5) ‘ue’ & ‘ew’ sound Phonics Phase 5 = ue Phonics Phase 5 = e (6) | Spring 1 Understand how words can combine to make sentences. Using coordinating conjunction ‘and’ Capital letters and full stops Finger spaces Question and exclamation marks To use one or two adjectives to describe To use adjectives to describe (sometimes ambitious beyond the year group) | Lessons 34 & 35 (5) Lessons 36 & 37 (6) |
| Progression of genre: Prior knowledge from EYFS: -Written in the first person -Past tense -Retell important events -Include date and dear diary (can be given) | | | | Progression of genre: -Simple adjectives to describe thoughts/ feelings. -Time adverbials -(Y2) Informal language/chatty style -(Y2) Some use of exclamation sentences e.g. What fun we had! -Include date at the beginning and ‘dear diary’ Suggested text layout: Introduction What are you going to tell them about? What did you think about it? Main body Simple sentences of what you did. | | |

| Spring 2 | | | | | | |
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| 1 | Paddington's London Treasury by Michael Bond | To inform | Instructions on how to make a Jam Sandwich. | 'a-e' split digraph Phonics Phase 5 (1) | <p>Spring 2 Use plural suffixes -s and -es</p> <p>Use suffixes -ing, -ed, -er and -est to change verbs.</p> <p>Use prefix un- to change the meaning of verbs/adjectives.</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> | Lessons 38 & 39 (1) |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <p>Use of 'bossy' verbs -Title (can be given). -Simple instructional sentences written next to a given picture of step or steps.</p> | | | <p>Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Simple time words first, next etc. -Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not -(Y2) Commas in lists may be used to separate required ingredients/materials. -Title e.g. How to -Bullet points or numbers -May include pictures with captions -Simple subheadings e.g. What you need/ What to do (can be given) <p>Possible text structure:</p> <p>Introduction Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given) Main body Sentences to describe each step with specific information. Numbered steps Conclusion A simple sentence to say what the end product will be like and what it can be used for.</p> | | | |
| 2 | Assessment Week | | | 'e-e' split digraph Phonics Phase (2) | | Lessons 40 & 41 (2) |
| 3 & 4 | Paddington's London Treasury by Michael Bond | To inform | Letter | 'i-e' split digraph Phonics Phase 5 (3) 'o-e' split digraph Phonics Phase 5 (4) | <p>Spring 2 Use plural suffixes -s and -es</p> | <p>Lessons 42 & 43 (3)</p> <p>Lessons 44 & 45 (4)</p> |

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| | | | | | <p>Use suffixes -ing, -ed, -er and -est to change verbs.</p> <p>Use prefix un- to change the meaning of verbs/adjectives.</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> | |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Start with 'dear' can be given -End with 'from' -Usually written in first person 'I' | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Senders address at the top right -Use a greeting -Specific names people, places, things (proper nouns) -Informal ending e.g. 'best wishes' etc. -Chatty tone: -Contracted forms of words e.g. can't won't etc. -Questions and exclamations -Informal connectives, as in everyday speech e.g. and/ because/ so. Can also be used as openers. -Possible text structure: -Introduction – Include greeting and explain why you are writing -Main body – Write in detail about the subject -Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon. -Formal | | | |
| 5 | Paddington's London Treasury by Michael Bond | To inform | Description: Paddington Bear. | 'u-e' split digraph Phonics Phase 5 (5) | | Lessons 47 & 48 (5) |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Look attentively and describe new experiences. -Use adjectives to say what images look like. -Use all the senses to discuss and describe – look, touch, taste, hear and smell. -Use powerful verbs to describe the quality of movement e.g. crept, tiptoed. | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. -Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. -Use power of 3 sentences to describe e.g. the distant, glittering star. -Choose powerful verbs instead of got, came, went, said, look. -Use adverbs to describe how e.g. she whispered softly. -Use 'as' and 'like' similes. -Draw on all the senses when describing. | | | |

| Summer Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Summer 1 | | | | | | |
| 1 | How plants grow. Linked to Science Unit of Learning. | To inform | Explanation about plants growing. | 'ow' making 'oa' sound Phonics Phase 5 (1) | <p>Summer 1 To use the joining words (conjunctions) e.g. 'because', 'when' 'so', 'but' to link ideas and sentences</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un' correctly.</p> <p>To add the suffixes -ing, -ed, -er and -est to root words spelt accurately.</p> <p>To spell simple compound words</p> | Lessons 49 & 50 (1) |
| <p>Progression of genre: Prior knowledge from EYFS:</p> <p>Title (can be given)</p> <ul style="list-style-type: none"> -Simple subject specific language - Present or past tense - May be linked to a real-life experience e.g. trip or visitor - Simple connectives e.g. 'and' | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Subject specific language -Facts -Present or Past tense (depending on subject) -Usually written in third person (he, she. It, they) -Coordinating conjunctions to link two main ideas -Subordinating conjunctions -Title (can be given) -Subheadings (can be given) -Pictures/captions/labels could be used to aid presentation | | | |

| | | | | Possible text structure: -Introduction - A sentence to explain what is being written about -Main body - A few sentences underneath each subheading. -Conclusion - A sentence to describe own opinion of the subject and why. | | |
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| 2 & 3 | Jack and the Beanstalk. | To entertain | Characterisation | Words ending in 'y' making 'ee' Phonics Phase 5 (2) 'k' sound Phonics Phase 2 with the emphasis on the rule (3) | Summer 1 To use the joining words (conjunctions) e.g. 'because', 'when' 'so', 'but' to link ideas and sentences To use adjectives to describe (sometimes ambitious beyond the year group) To use -s and -es to form regular plurals correctly. To use the prefix 'un' correctly. To add the suffixes -ing, -ed, -er and -est to root words spelt accurately. To spell simple compound words | Lessons 51 & 52 (2) Lessons 53 & 54 (3) |
| Progression of genre: Prior knowledge from EYFS: -Write about a character from a story you know or make up a new character. -Give your character a name. -Use familiar adjectives to describe your character e.g. friendly, scary. -Have a 'goodie' or a 'baddie' -Give your character a problem. -End with 'happily ever after' | | | | Progression of genre: Use simple similes to describe e.g. He was as fierce as a lion. -Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. -Use adverbs e.g. she always laughed happily. -Use simple noun phrases e.g. she had long, blonde hair. -Use some alliteration e.g. she always had a gorgeous grin. | | |
| 4 | Incy Wincy Spider | To entertain | Innovate a well-known rhyme based on an animal | 'ea' making 'e' sound Phonics Phase 5 (4) | Summer 1 To use the joining words (conjunctions) e.g. 'because', 'when' 'so', | Lessons 55 & 56 (4) |

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| | | | | | <p>'but' to link ideas and sentences</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un' correctly.</p> <p>To add the suffixes -ing, -ed, -er and -est to root words spelt accurately.</p> <p>To spell simple compound words</p> | |
| <p>Progression of genre: Prior knowledge from EYFS: Phase 3 -Orally innovating well known rhymes or poems. -Simple writing outcomes linked to the poem.</p> | | | <p>Progression of genre: Phase 3 -Written outcome using a scaffold/cloze procedure and some independent ideas. -Simple independent outcome when following simple success criteria e.g. quatrain or cinquain.</p> | | | |
| 5 & 6 | Linked to History unit of learning 'What did Mary Anning do that was so special?' | To inform | Diary entry: Mary Anning | '-er', '-est' (suffixes) (5) '-ing', '-ed', '-er' (suffixes) (6) | <p>Summer 1 To use the joining words (conjunctions) e.g. 'because', 'when' 'so', 'but' to link ideas and sentences</p> <p>To use adjectives to describe (sometimes ambitious beyond the year group)</p> <p>To use -s and -es to form regular plurals correctly.</p> | <p>Lessons 57 & 58 (5)</p> <p>Lessons 59 & 60 (6)</p> |

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| | | | | | <p>To use the prefix 'un' correctly.</p> <p>To add the suffixes -ing, -ed, -er and -est to root words spelt accurately.</p> <p>To spell simple compound words</p> | |
| <p>Progression of genre: Prior knowledge from EYFS: -Written in the first person -Past tense -Retell important events -Include date and dear diary (can be given)</p> | | | <p>Progression of genre: -Simple adjectives to describe thoughts/ feelings. -Time adverbials -(Y2) Informal language/chatty style -(Y2) Some use of exclamation sentences e.g. What fun we had! -Include date at the beginning and 'dear diary' Suggested text layout: Introduction What are you going to tell them about? What did you think about it? Main body Simple sentences of what you did.</p> | | | |
| Summer 2 | | | | | | |
| 1 | Queue for the Zoo – Clare Bevan | To entertain | Poetry by heart | '-s' vs. '-es' (1) | Summer 2 Recap through all grammar and punctuation taught this academic year | Lessons 61 & 62 & 63 (1) |
| <p>Progression of genre: Phase 1 Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.</p> | | | <p>Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding sound scapes to a poem/oral rehearsal with actions.</p> | | | |
| 2 | Assessment Week | | | Compound words (2) | | Lessons 64 & 65 & 66 (2) |
| 3 | Sports week | | | 'un-' prefix | | Lessons 67 & 68 & 69 (3) |

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| 4 & 5 | The Tree, Seasons come and Seasons go by Patricia Hegarty | To inform | Comparison | '-tch' | | Lessons 70 & 71 & 72 (4) Lessons 73 & 74 & 75 (5) |
| <p>Progression of genre: Phase 1</p> <p>Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs. | | | <p>Progression of genre: Phase 1</p> <ul style="list-style-type: none"> -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding sound scapes to a poem/oral rehearsal with actions. -Write a simple review. | | | |
| 6 & 7 | Handa's Surprise | To entertain | Narrative | 'ie' making 'ee' sound 'are' making 'air' sound 'ear' making 'air' sound | | Lessons 76 & 77 & Post-module assess (6) Lessons 78 & 79 & 80 (7) |
| <p>Progression of genre:</p> <p>Prior knowledge from EYFS:</p> <ul style="list-style-type: none"> -Simple narratives and retellings are told/ written in first or third person. -Simple narratives are told/ written in past tense. -Simple narratives use typical characters, settings and events whether imagined or real. -Simple narratives use some story language. -Learn stories orally and retell them with actions. -Introduce story characters/props into provision areas to structure play. -Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Make simple innovations to known stories. E.g. change main character. -Think, say and write sentences to retell a story in their own words or writes their own simple stories | | | <p>Progression of genre:</p> <ul style="list-style-type: none"> -Simple narratives and retellings are told/written in first or third person. -Simple narratives are told/ written in past tense. -Events are sequenced to create texts that make sense. -The main participants are human or animal. -Simple narratives use typical characters, settings and events whether imagined or real. -'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. -Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. -Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. -Sentences are demarcated using full stops, capital letters and finger spaces. -Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. -Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! -Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. -Learn stories orally and retell them with actions. -Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Listen to/ learn stories and narrative texts that use the features required for the writing. -Use drama to understand to deepen understanding of chosen text. | | | |

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| | <ul style="list-style-type: none">-Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain.-Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose.-Make structured plans based on the chosen story by changing characters and key events.-Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.-Think, say and write sentences to tell the story or narrative in their own words. |
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Overview of Y2 Writing Curriculum

| Autumn Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Autumn 1 | | | | | | |
| 2 | The Enormous Turnip | To entertain. | Narrative – retell all or part of the story of the Enormous Turnip. | The /j/ sound spelled – dge at the end of words. This spelling is used after the short vowel sounds (1) | Autumn 1 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Pre-module assessment & Lessons 1 & 2 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person. • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Characters are simply developed as either good or bad. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. • Listen to/learn with actions stories that use the features required for writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas collected from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. <p>Reread completed narratives aloud, for example, to a partner, small group or the teacher</p> | | | | | | |

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| 3 | Stone Soup | To inform | Instructions | The /j/ sound spelled – ge at the end of words. This spelling comes after all sounds other than the 'short vowels (2) | Autumn 1 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 3 & 4 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Simple time words first, next etc. • Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not • (Y2) Commas in lists may be used to separate required ingredients/materials. • Title- How to • Bullet points or numbers • May include pictures with captions • Simple subheadings e.g. What you need/ What to do (can be given) • Possible text structure: Introduction • Sentence to introduce item to be produced • List of ingredients and quantities beneath a subheading (can be given) • Main body sentences to describe each step with specific information. • Numbered steps • Conclusion- a simple sentence to say what the end product will be like and what it can be used for. | | | | | | |
| 4 | Stone Soup | To entertain | Poetry – Write a vegetable riddle. | The /j/ sound spelled with a g (3) | Autumn 1 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 5 & 6 |

Type of poetry is the progression

Progression of Genre:

- Drama
- Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome.
- Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies.
- Odd one out games to create rhyming pairs e.g. cat, rat, ball.
- Using simple dictionaries thesauri or descriptasauri to collect vocab.
- Making structured plans.

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| 5 | The Storm | To inform | Write a weather report. | The /s/ sound spelled c before e, i and y (4) | <p>Autumn 1 Conjunctions – co-ordinating and some subordinating</p> <p>Capital letters and full stops</p> <p>Learning to use new and familiar punctuation correctly</p> <p>Adjectives</p> | Lessons 7 & 8 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title(can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation • Introduction-A sentence to explain what is being written about • Main body-A few sentences underneath each subheading. • Conclusion-A sentence to describe own opinion of the subject and why. | | | | | | |
| 6 | Traction Man | To entertain | Character Description of Traction Man | The /n/ sound spelled kn and gn at the beginning of words (5) | <p>Autumn 1 Conjunctions – co-ordinating and some subordinating</p> <p>Capital letters and full stops</p> | Lessons 9 & 10 |

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| | | | | | Learning to use new and familiar punctuation correctly Adjectives | |
| Progression of Genre: <ul style="list-style-type: none"> • Use simple similes to describe e.g. He was as fierce as a lion. • Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. • Use adverbs e.g. she always laughed happily. • Use simple noun phrases e.g. she had long, blonde hair. • Use some alliteration e.g. she always had a gorgeous grin. | | | | | | |
| 7 | Traction Man | To entertain | Postcard home from Traction Man. | Challenge Words (6) | Autumn 1 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 11 & 12 |
| Progression of Genre: <ul style="list-style-type: none"> • Address • Use a greeting • Specific names people, places, things (proper nouns) • Informal ending e.g. 'best wishes' etc. • Chatty tone: Contracted forms of words e.g. can't won't etc. • Questions and exclamations • Informal connectives, as in everyday speech e.g. and/ because/ so. Can also be used as openers. • Possible text structure: Introduction –Include greeting and explain why you are writing • Main body –Write in detail about the subject • Conclusion -What did you think about the subject? • Closing line e.g. I hope to see you soon. | | | | | | |
| 8 | Bonfire Night Fireworks: Gervais Phinn | To entertain | Acrostic | The /r/ sound spelled 'wr' at the beginning of words (7) | Autumn 1 Conjunctions – co-ordinating and some subordinating | Lessons 13 & 14 |

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| | | | | | Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | |
| Type of poetry is the progression | | | | | | |
| Autumn 2 | | | | | | |
| 1 | Tiny, Burning Flame | To entertain | Poetry by heart | The /l/ or /ul/ sound spelled '-le' at the end of words (8) | Autumn 2 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 15 & 16 |
| <u>Progression of Genre:</u> <ul style="list-style-type: none"> • Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? Does the poem remind you of another poem or book? Why? • Creating simple success criteria. • Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. • Opportunity to look at other poems by the same poet or poems on the same theme by other poets. • Drama/adding sound scapes to a poem/oral rehearsal with actions. • Write a simple review. | | | | | | |
| 2 | Toby & The Great Fire of London | To inform. | Instructions for baking bread. | The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s (9) | Autumn 2 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and | Lessons 17 & 18 |

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| | | | | | familiar punctuation correctly Adjectives | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Simple time words first, next etc. • Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not • (Y2) Commas in lists may be used to separate required ingredients/materials. • Title- How to • Bullet points or numbers • May include pictures with captions • Simple subheadings e.g. What you need/ What to do (can be given) • Possible text structure: Introduction • Sentence to introduce item to be produced • List of ingredients and quantities beneath a subheading (can be given) • Main body sentences to describe each step with specific information. • Numbered steps • Conclusion- a simple sentence to say what the end product will be like and what it can be used for. | | | | | | |
| 3 | Toby & The Great Fire of London | To inform. | Non-chronological report on The Great Fire of London. | The /l/ or /ul/ sound spelled '-al' at the end of words (10) | Autumn 2 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 19 & 20 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Subject specific language • Facts • Present or Past tense (depending on subject) • Usually written in third person (he, she. It, they) • Coordinating conjunctions to link two main ideas • Subordinating conjunctions • Title(can be given) • Subheadings (can be given) • Pictures/captions/labels could be used to aid presentation • Introduction-A sentence to explain what is being written about | | | | | | |

| <ul style="list-style-type: none"> Main body-A few sentences underneath each subheading. Conclusion-A sentence to describe own opinion of the subject and why. | | | | | | |
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| 4 | Assessment Week | | | Words ending in '-il. (11) | Autumn 2 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 21 & 22 |
| 5 & 6 | Toby & The Great Fire of London | To inform | Diary Entry | Challenge Words (12) The long vowel 'i' spelled with a y at the end of words (13) | Autumn 2 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 23 & 24 |
| Progression of Genre: <ul style="list-style-type: none"> Simple adjectives to describe thoughts/ feelings. Time adverbials (Y2) Informal language/chatty style (Y2) Some use of exclamation sentences e.g. What fun we had! Include date at the beginning and 'dear diary' Suggested text layout: Introduction What are you going to tell them about? What did you think about it? Main body Simple sentences of what you did. Conclusion What did you think about the event? A closing line e.g.my mum is shouting me for my tea. Chatty tone: Contracted forms of words e.g. can't won't etc. Questions and exclamations Informal connectives, as in everyday speech, e.g. and/ because/ so. Can also be used as openers. | | | | | | |

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| 7 & 8 | Christmas | To inform. | To write a persuasive letter to Father Christmas | Spelling Intervention | Autumn 2 Conjunctions – co-ordinating and some subordinating Capital letters and full stops Learning to use new and familiar punctuation correctly Adjectives | Lessons 25 & 26 |
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Progression of Genre:

- Senders address at the top right
- Use a greeting
- Specific names people, places, things (proper nouns)
- Informal ending e.g. 'best wishes' etc.
- Chatty tone: Contracted forms of words e.g. can't won't etc.
- Questions and exclamations
- Informal connectives, as in everyday speech e.g. and/ because/ so. Can also be used as openers.
- Possible text structure: Introduction –Include greeting and explain why you are writing
- Main body –Write in detail about the subject
- Conclusion –What did you think about the subject?
- Closing line e.g. I hope to see you soon.

| Spring Term | | | | | | |
|--|---------------------------|-------------|---|---|--|-----------------|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Spring 1 | | | | | | |
| 1 | Linked to Geography Unit. | To inform. | Persuasive text to visit East Coast of England. | Adding '-es' to nouns and verbs ending in 'y.' (14) | Spring 1 Sentence types – Statement Sentence types - Exclamation Use of -ly to create adverbs Expanded noun phrases Compound words Commas | Lessons 27 & 28 |
| Progression of Genre: <ul style="list-style-type: none"> • Written in present tense. • Includes facts • Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? • Effective use of noun phrases to create persuasive devises e.g. delicious chocolate • Powerful verbs and adverbs. • May include a picture of the item and a caption. • May include a product logo • May include a price, if selling something. Suggested Text Layout: Introduction An opening statement that sums up the viewpoint being presented. Main body Sentences to persuade the reader to accept the writer's viewpoint or buy their product. Conclusion A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today! | | | | | | |
| 2 | Linked to Geography Unit. | To inform. | Persuasive text to visit East Coast of Australia. | Adding '-ed' to words ending in y. The y is changed to an i. (15) | Spring 1 Sentence types – Statement | Lessons 29 & 30 |

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| | | | | | <p>Sentence types - Exclamation</p> <p>Use of -ly to create adverbs</p> <p>Expanded noun phrases</p> <p>Compound words</p> <p>Commas</p> | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Written in present tense. • Includes facts • Rhetorical questions e.g. Do you want to be the most relaxed person in town? Do you want to be the coolest kid in your class? • Effective use of noun phrases to create persuasive devices e.g. delicious chocolate • Powerful verbs and adverbs. • May include a picture of the item and a caption. • May include a product logo • May include a price, if selling something. <p>Suggested Text Layout:</p> <p>Introduction An opening statement that sums up the viewpoint being presented.</p> <p>Main body Sentences to persuade the reader to accept the writer's viewpoint or buy their product.</p> <p>Conclusion A concluding statement to finish the piece e.g. So now you know the best chocolate bar in town, come and buy one today!</p> | | | | | | |
| 3 | Linked to Geography Unit. | To inform. | Comparison of East Coast of England and Australia | Adding '-er' to words ending in y. The y is changed to an i. (16) | <p>Spring 1</p> <p>Sentence types – Statement</p> <p>Sentence types - Exclamation</p> <p>Use of -ly to create adverbs</p> <p>Expanded noun phrases</p> <p>Compound words</p> | Lessons 31 & 32 |

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| | | | | | Commas | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Questions and question marks • Time connectives • Simple cause and effect connectives e.g. because, if. • Present tense • Some technical vocabulary • Add extra, additional information. • Possible text layout: Introduction • Title as a question e.g. How do bees make honey? • A sentence to introduce the topic • Main body- Sentences to explain how the parts work/process • Conclusion-A simple concluding sentence(s) to end the piece | | | | | | |
| 4 | How the birds got their colours - Aboriginal Myth | To entertain. | Retell the story of How the birds got their colours | Adding 'ing' to words ending in 'e' with a consonant before it. (17) | <p>Spring 1</p> <p>Sentence types – Statement</p> <p>Sentence types - Exclamation</p> <p>Use of -ly to create adverbs</p> <p>Expanded noun phrases</p> <p>Compound words</p> <p>Commas</p> | Lessons 33 & 34 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person. • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Characters are simply developed as either good or bad. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc. • Listen to/learn with actions stories that use the features required for writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. | | | | | | |

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| <ul style="list-style-type: none"> • Make use of ideas collected from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher | | | | | | |
| 5 & 6 | The Magic Paintbrush | To entertain. | To write own alternative ending | Challenge Words (18) | Spring 1 Sentence types – Statement Sentence types - Exclamation Use of -ly to create adverbs Expanded noun phrases Compound words Commas | Lessons 35 & 36 Lessons 37 & 38 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are told/ written in first or third person. • Narratives and retellings are told/ written in past tense • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Characters are simply developed as either good or bad. • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) <p>etc.</p> <ul style="list-style-type: none"> • Listen to/learn with actions stories that use the features required for writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. • Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. • Make use of ideas collected from reading, e.g. using repetition to create an effect. • Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. • Think, say and write sentences to tell the story or narrative in their own words. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, for example, to a partner, small group or the teacher | | | | | | |

| Spring 2 | | | | | | |
|--|-------------------|-----------|-----------------------------------|--|--|-----------------|
| 1 | Meet Captain Cook | To inform | Explanation of parts of Endeavour | Adding 'er' to words ending in 'e' with a consonant before it. (19) | Spring 2 Apostrophes – contractions Apostrophes to mark Possession Present and past tenses Progressive form of verbs Suffixes -ment, -ful, -less, -ness, -er, -est | Lessons 39 & 40 |
| Progression of Genre: <ul style="list-style-type: none"> • Questions and question marks • Time connectives • Simple cause and effect connectives e.g. because, if. • Present tense • Some technical vocabulary • Add extra, additional information. • Possible text layout: Introduction • Title as a question e.g. How do bees make honey? • A sentence to introduce the topic • Main body- Sentences to explain how the parts work/process Conclusion-A simple concluding sentence(s) to end the piece | | | | | | |
| 2 | Assessment Week | | | Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound. (20) | Spring 2 Apostrophes – contractions Apostrophes to mark Possession Present and past tenses Progressive form of verbs Suffixes -ment, -ful, -less, -ness, -er, -est | Lessons 41 & 42 |

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| 3 & 4 | Meet Captain Cook Linked to history unit of learning. | To inform. | Biography of Captain Cook | Adding ‘-ed’ to words of one syllable. The last letter is doubled to keep the short vowel sound. (21) The ‘or’ sound spelled ‘a’ before ll and ll (22) | Spring 2 Apostrophes – contractions Apostrophes to mark Possession Present and past tenses Progressive form of verbs Suffixes -ment, -ful, -less, -ness, -er, -est | Lessons 43 & 44 Lessons 45 & 46 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Time adverbials e.g. firstly, soon afterwards, • Technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... <p>Possible text layout:</p> <p>Introduction</p> <ul style="list-style-type: none"> • A title • A sentence to introduce the topic • Main body • A list of logical steps (in paragraphs) <p>Conclusion</p> | | | | | | |
| 5 | Linked to history unit of learning. | To inform. | Newspaper Report – The Moon Landing. | The short vowel sound ‘o’ (23) | Spring 2 Apostrophes – contractions Apostrophes to mark Possession Present and past tenses Progressive form of verbs Suffixes -ment, -ful, -less, -ness, -er, -est | Lessons 47 & 48 |
| Progression of Genre: | | | | | | |

- Headline
- Subject specific language
- Facts
- Past tense
- Usually written in third person (he, she. It, they)
- Coordinating conjunctions to link two main ideas
- Subordinating conjunctions
- Questions
- Pictures/captions/labels could be used to aid presentation
- Introduction-A sentence to explain what is being written about
- Conclusion-A sentence to describe own opinion of the subject and why.

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| 6 | Shape poem The Moon Speaks- James Carter | To entertain | Poetry by heart Shape Poem | Challenge Words (24) | Spring 2 Apostrophes – contractions Apostrophes to mark Possession Present and past tenses Progressive form of verbs Suffixes -ment, -ful, -less, - ness, -er, -est | Lessons 49 & 51 |
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Type of poetry is the progression

Progression of Genre:

- Drama
- Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome.
- Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies.
- Odd one out games to create rhyming pairs e.g. cat, rat, ball.
- Using simple dictionaries thesauri or descripasauri to collect vocab.

Making structured plans.

| Summer Term | | | | | | |
|--|---|---------------------------|--|---|--|--|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Summer 1 | | | | | | |
| 1 | The River an Epic Journey to the Sea | To entertain | Quatrain – AABB or ABAB | The /ee/ sound spelled ‘-ey’ (25) | Consolidation of Grammar & Punctuation | Lessons 52 & 53 |
| Type of poetry is the progression | | | | | | |
| 2 & 3 | Linked to Geography unit of learning. | To inform | Explanation - Key features of the River Tees | Words with the spelling ‘a’ after w and qu. (26) The /er/ and /or/ sound spelled with or or ar. (27) | Consolidation of Grammar & Punctuation | Lessons 54 & 55 Lessons 56 & 57 |
| Progression of Genre: <ul style="list-style-type: none"> • Questions and question marks • Time connectives • Simple cause and effect connectives e.g. because, if. • Present tense • Some technical vocabulary • Add extra, additional information. • Possible text layout: Introduction • Title as a question e.g. How do bees make honey? • A sentence to introduce the topic • Main body- Sentences to explain how the parts work/process Conclusion-A simple concluding sentence(s) to end the piece | | | | | | |
| 4 | Voices of Water – Tony Mitton | To entertain | Poetry by heart | The /z/ sound spelled s. (28) | Consolidation of Grammar & Punctuation | Lessons 58 & 59 & 60 |
| Progression of Genre: <ul style="list-style-type: none"> • Drama • Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome. • Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. • Odd one out games to create rhyming pairs e.g. cat, rat, ball. • Using simple dictionaries thesauri or descripasauri to collect vocab. • Making structured plans. | | | | | | |
| 5 & 6 | Real life experience: Residential Trip. | To inform To entertain | Recount - Residential | The suffixes ‘-ment’ and ‘-ness’ (29) The suffixes ‘-ful’ and ‘-less’ If a suffix starts | Consolidation of Grammar & Punctuation | Lessons 61 & 62 & 63 Lessons 64 & 65 & 66 |

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| | | | | with a consonant letter. It is added straight onto most root words. (30) | | |
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Progression of Genre:

- Time adverbials e.g. firstly, soon afterwards,
- Technical vocabulary
- Express time, place and cause using: Conjunctions e.g. so, because
- Prepositions e.g. before, after....

Possible text layout:

Introduction
A title
A sentence to introduce the topic
Main body
Chronological
Conclusion

Summer 2

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| 1 | Hansel and Gretel | To entertain. | Retell the story. | These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings (31) | Consolidation of Grammar & Punctuation | Lessons 67 & 68 & 69 |
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Progression of Genre:

- Narratives and retellings are told/ written in first or third person.
- Narratives and retellings are told/ written in past tense
- Events are sequenced to create texts that make sense.
- The main participants are human or animal.
- Characters are simply developed as either good or bad.
- Simple narratives use typical characters, settings and events whether imagined or real.
- Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.
- Listen to/learn with actions stories that use the features required for writing.
- Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.
- Use drama to deepen understanding of focus text.
- Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain.
- Make plans based on the story or narrative that has been shared by innovating on characters, plot, ending etc.
- Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.
- Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.
- Make use of ideas collected from reading, e.g. using repetition to create an effect.
- Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.

- Think, say and write sentences to tell the story or narrative in their own words.
- Write narratives using their plans.
- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.

Reread completed narratives aloud, for example, to a partner, small group or the teacher

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| 2 | Assessment Week | | | These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings (32) | Consolidation of Grammar & Punctuation | Lessons 70 & 71 & 72 |
| 3 | Sports Week | | | Words ending in '-tion.' (33) | | Lessons 73 & 74 & 75 |
| 4 | The Gruffalo | To entertain | To write a playscript. | Contractions – the apostrophe shows where a letter or letters would be if the words were written in full. (34) | Consolidation of Grammar & Punctuation | Lessons 76 & 77 & 78 |
| <p>Progression of Genre: Present tense:</p> <ul style="list-style-type: none"> • Adjectives • Verbs • Character's name and colon • before they speak. • New speaker, new line. <p>Suggested Layout:</p> <p>Introduction</p> <p>Scene title</p> <p>Main body</p> <p>A scene with different characters talking</p> <p>Beginning, Middle and End of story included</p> <p>Conclusion</p> <p>Final line to conclude</p> | | | | | | |
| 5 & 6 | The Wright Brothers | To inform To entertain | Diary Entry - Orville Wright | The possessive apostrophe (singular) (35) Challenge Words (36) | Consolidation of Grammar & Punctuation | Lessons 79 & 80 & 81 Post-module assessment 82 & 83 & 84 |
| Progression of Genre: | | | | | | |

Simple adjectives to describe thoughts/ feelings.

- Time adverbials
- (Y2) Informal language/chatty style
- (Y2) Some use of exclamation sentences e.g. What fun we had!
- Include date at the beginning and 'dear diary'
- Suggested text layout: Introduction What are you going to tell them about? What did you think about it?
- Main body Simple sentences of what you did.
- Conclusion What did you think about the event? A closing line e.g. my mum is shouting me for my tea.
- Chatty tone: Contracted forms of words e.g. can't won't etc.
- Questions and exclamations
- Informal connectives, as in everyday speech, e.g. and/ because/ so. Can also be used as openers.

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| 7 | The Proudest Blue | To inform To entertain | Write a letter to your future teacher about your achievements | | Consolidation of Grammar & Punctuation | Lessons 85 & 86 & 87 (6) |
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Progression of Genre:

- Senders address at the top right
- Use a greeting
- Specific names people, places, things (proper nouns)
- Informal ending e.g. 'best wishes' etc.
- Chatty tone: Contracted forms of words e.g. can't won't etc.
- Questions and exclamations
- Informal connectives, as in everyday speech e.g. and/ because/ so. Can also be used as openers.
- Possible text structure: Introduction –Include greeting and explain why you are writing
- Main body –Write in detail about the subject
- Conclusion –What did you think about the subject?
- Closing line e.g. I hope to see you soon.

Overview of Y3 Writing Curriculum

| Autumn Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Autumn 1 | | | | | | |
| 2 & 3 | How to wash a woolly mammoth | To instruct | Instructions- How to wash a woolly mammoth | <p>The /ow/ sound spelled 'ou.' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words. (1)</p> <p>The /u/ sound spelled 'ou.' This digraph is only found in the middle of words (2)</p> | <p>Autumn 1</p> <p>Revision of basic sentence punctuation including capital letters for Proper nouns Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction Co-ordinating conjunctions.</p> | <p>Pre-module assessment</p> <p>Lessons 1 & 2</p> |
| <p>Progression of Genre:</p> <p>Higher order conjunctions e.g. unless, until, so that etc.</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... Headings and subheadings to guide the reader. Written in paragraphs. May include labelled illustrations or diagrams to support specifics in the text. <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body Sentences to describe each step with specific information and detail beneath subheading. Conclusion <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p> | | | | | | |
| 4 & 5 | Leaflets and information booklets about Skara Brae | To persuade To inform To entertain | Persuasive advert to visit Skara Brae (written advert, TV script, leaflet...). | <p>Spelling Rule: The /i/ sound spelled with a 'y.' (3)</p> <p>Words with endings that sound like /ze/ as</p> | <p>Autumn 1</p> <p>Revision of basic sentence punctuation including capital letters for Proper nouns</p> | <p>Lessons 3 & 4</p> <p>Lessons 5 & 6</p> |

Overview of Y3 Writing Curriculum

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| | | | | in measure are always spelled with '-sure.' (4) | Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction Co-ordinating conjunctions. | |
| <p>Progression of Genre: More complex time adverbials e.g. firstly, soon afterwards,</p> <ul style="list-style-type: none"> • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • They feed their young... These amazing hunters are..... <p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction • A title which should be a question and begin 'how' or 'why'. • A sentence to introduce the topic • Main body • A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. • Conclusion <p>A paragraph to relate the subject to the reader.</p> | | | | | | |
| 6 | The Wild Way Home. | To inform. To entertain. | Character description linked to 'The Wild Way home' | Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch (5) | Autumn 1 Revision of basic sentence punctuation including capital letters for Proper nouns Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction | Lessons 7 & 8 |

Overview of Y3 Writing Curriculum

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| | | | | | Co-ordinating conjunctions. | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> Show not tell – describe a character’s emotions by showing the effect on their body e.g. a shiver shot up her spine. Use speech to reveal a character’s emotions. Can be effective when this contrasts with internal thoughts/feelings. E.g. “I’m not scared,” boasted Jim to his classmates, but inside he had a strange sinking feeling. Give your main character a hobby, interest or special talent e.g. nobody knew that Mildred actually understood how to speak four languages. Something they love, fear or hate e.g. Tim had always hated dogs ever since one bit him when he was a toddler. A distinctive feature e.g. he always wore sunglasses even if it wasn’t sunny. Know your character’s desire/wish or fear e.g. Gareth had always wanted a dragon. even though they could be dangerous. <p>Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Sammy and John... they... the boys...</p> | | | | | | |
| 7 & 8 | The Wild Way Home. | To inform. To entertain. | Diary entry linked to ‘The Wild Way home’ | Challenge words (6) | <p>Autumn 1</p> <p>Revision of basic sentence punctuation including capital letters for Proper nouns Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show contraction Co-ordinating conjunctions.</p> | <p>Lessons 9 & 10</p> <p>INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage</p> |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> 1st person Use of ‘you’ when talking to the diary Mainly past tense Adjectives More complex time fronted adverbials e.g. After lunch, Personal, chatty style Emotive language Facts and opinions Include date at the beginning and ‘dear diary’ Rhetorical questions e.g. don’t they understand? Paragraphs Chatty tone: Lively use of language e.g. ‘powerful’ verbs, adjectives and adverbs. ‘Asides’ (anecdotes and comments in brackets) | | | | | | |

Overview of Y3 Writing Curriculum

- Conversational openers e.g. Anyway, /By the way,/After all
- Exaggerations (hyperbole)

Suggested text layout:

- Introduction
- Why are you writing?
- What are you going to tell them about?
- Thoughts and feelings
- Main body
- Different paragraphs in time order.
- Conclusion
- What did you think about the event?

A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.

Autumn 2

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| 1 | Geography Lesson- Brian Patten | To entertain To perform | Poetry by heart | Words with the prefix 're-' 're-' means 'again' or 'back.' (7) | Autumn 2 Revision of basic sentence punctuation. Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show possession Subordinate Clause Preposition | Lessons 11 & 12 |
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Progression of Genre:

Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets:

- Drama/ adding sound scapes to a poem
- Identifying more complex poetic devices e.g. use of alliteration.
- Identifying use of syllables specific to genre e.g. Haiku or Tanka
- Identifying/labelling lines, verses, stanzas
- Creating more complex success criteria linked to genre or focus poem.
- Labelling rhyme schemes.
- Identifying vowel rhymes (assonance).

Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us?

Overview of Y3 Writing Curriculum

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| 2 & 3 | Linked to Geography unit of learning. | To inform To report | Non-chronological report about France. | <p>The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree. (8)</p> <p>The prefix 'mis-' This is another prefix with negative meanings. (9)</p> | <p>Autumn 2</p> <p>Revision of basic sentence punctuation. Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show possession Subordinate Clause Preposition</p> | <p>Lessons 13 & 14</p> <p>Lessons 15 & 16</p> |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why. | | | | | | |
| 4 | Assessment Week | | | <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed. (10)</p> | <p>Autumn 2</p> <p>Revision of basic sentence punctuation. Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show possession Subordinate Clause Preposition</p> | Lessons 17 & 18 |
| 5 & 6 | The Mona Lisa Mystery. | To inform To report | Police report on missing Mona Lisa | <p>Adding suffixes beginning with vowel</p> | <p>Autumn 2</p> | Lessons 19 & 20 |

Overview of Y3 Writing Curriculum

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| | | | | <p>letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled. (11)</p> <p>Challenge words (12)</p> | <p>Revision of basic sentence punctuation. Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show possession Subordinate Clause Preposition</p> | Lessons 21 & 22 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. <p>☒ Conclusion - A paragraph about peoples' opinions of the subject and why.</p> | | | | | | |
| 7 | When Santa got Stuck up the Chimney – popular children's song. | To entertain. To inform. | Instructions on how to remove Santa from the chimney. | The long vowel /a/ sound spelled 'ai' (13) | <p>Autumn 2</p> <p>Revision of basic sentence punctuation. Use of expanded noun phrases. Determiners – a or an Adverbs of time, place, frequency and cause Powerful verbs Apostrophes to show possession Subordinate Clause Preposition</p> | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| <p>Progression of Genre:</p> <p>Higher order conjunctions e.g. unless, until, so that etc.</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... • Headings and subheadings to guide the reader. | | | | | | |

Overview of Y3 Writing Curriculum

- Written in paragraphs.
- May include labelled illustrations or diagrams to support specifics in the text.

Possible text structure:

- Introduction
- This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?
- List of ingredients or quantities under a sub heading.
- Main body
- Sentences to describe each step with specific information and detail beneath subheading.
- Conclusion

A concluding paragraph to say what the end product will be like and what it can be used for.

Overview of Y3 Writing Curriculum

| Spring Term | | | | | | |
|--|---|---------------------------|---|--|---|---|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Spring 1 | | | | | | |
| 1 & 2 | Linked to the History unit of learning. | To instruct. | Instructions on mummification | <p>The long /a/ vowel sound spelled 'ei.' (14)</p> <p>The long /a/ vowel sound spelled 'ey.' (15)</p> | <p>Spring 1</p> <p>Revision of basic sentence punctuation</p> <p>Paragraphs</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions</p> <p>Use the present perfect form of verbs</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Subordinate Clause</p> <p>Preposition</p> | <p>Lessons 23 & 24</p> <p>Lessons 25 & 26</p> |
| <p>Progression of Genre:</p> <p>Higher order conjunctions e.g. unless, until, so that etc.</p> <ul style="list-style-type: none"> • Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... • Headings and subheadings to guide the reader. • Written in paragraphs. • May include labelled illustrations or diagrams to support specifics in the text. <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction • This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? • List of ingredients or quantities under a sub heading. • Main body • Sentences to describe each step with specific information and detail beneath subheading. • Conclusion <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p> | | | | | | |
| 3 & 4 | Linked to the History unit of study | To inform To entertain | Letter from an Archaeologist about discovering a tomb | <p>Adding the suffix -ly.</p> <p>Adding the -ly suffix to an adjective turns it into an adverb. (16)</p> | <p>Spring 1</p> <p>Revision of basic sentence punctuation</p> <p>Paragraphs</p> | <p>Lessons 27 & 28</p> <p>Lessons 29 & 30</p> |

Overview of Y3 Writing Curriculum

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| | | | | Homophones – words which have the same pronunciation but different meanings and/or spellings. (17) | Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech Subordinate Clause Preposition | |
| <p>Progress of Genre:</p> <ul style="list-style-type: none"> • Date underneath the address • Informal language • Paragraphs to organise ideas • Chatty tone: Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way,/After all • Exaggerations (hyperbole) <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction – Include greeting and explain why you are writing • Main body - Different paragraphs with elaboration <p>Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon.</p> | | | | | | |
| 5 & 6 | Linked to the History unit of study | To inform | Write a report on life in Ancient Egypt | Challenge Words (18) The /l/ sound spelled '-al' at the end of words. (19) | Spring 1 Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted | Lessons 31 & 32 Lessons 33 & 34 |

Overview of Y3 Writing Curriculum

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| | | | | | <p>commas to punctuate direct speech Subordinate Clause Preposition</p> | |
| <p>Progress of Genre: Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why. | | | | | | |
| Spring 2 | | | | | | |
| 1 | <p>Seaview Haiku – John Foster Windy Day – John Foster Pictures of Mount Everest Everest by Alexandra Stewart & Joe Todd-Satnton</p> | <p>To entertain To perform</p> | <p>Poetry by heart Write Haiki/Tanka based on Mount Everest</p> | <p>The /l/ sound spelled '-le' at the end of words. (20)</p> | <p>Spring 2 Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech To spell some words with prefixes correctly, e.g. ir-, auto-, in-, dis-, super-, un-</p> | <p>Lessons 35 & 36</p> |
| <p>Progress of Genre: Use of dictionaries thesauri to generate synonyms/antonyms Use of rhyming dictionaries to create rhyming couplets. Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. Drama</p> | | | | | | |

Overview of Y3 Writing Curriculum

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| Mime – individuals or groups mime the poem. Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. Making structured plans. | | | | | | |
| 2 | Assessment Week | | | Adding the suffix ‘-ly’ when the root word ends in ‘-le’ then the ‘-le’ is changed to ‘-ly.’ (21) | Spring 2 Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech To spell some words with prefixes correctly, e.g. ir-, auto-, in-, dis-, super-, un- | Lessons 37 & 38 |
| 3 | The Street Beneath my Feet. Linked to Science unit of learning. | To entertain. To inform. | Non-chronological report – Journey to the centre of the earth. | Adding the suffix ‘-ally’ which is used instead of ‘-ly’ when the root word ends in ‘-ic.’ (22) | Spring 2 Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech To spell some words with prefixes correctly, e.g. ir-, auto-, in-, dis-, super-, un- | Lessons 39 & 40 |
| Progress of Genre: | | | | | | |

Overview of Y3 Writing Curriculum

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|--|---|--------------------------|---|--|---|--|
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... <p>Possible text structure:</p> <ul style="list-style-type: none"> • Introduction - A paragraph to explain the topic including any special features • Main body - A paragraph written under each of the sub headings. • Conclusion - A paragraph about peoples' opinions of the subject and why. | | | | | | |
| 4 & 5 | Everest by Alexandra Stewart & Joe Todd-Satnton Linked to Geography unit of learning | To inform To instruct | Survival guide – climbing Mount Everest | Adding the suffix –ly. Words which do not follow the rules. (23) Challenge Words (24) | Spring 2 Revision of basic sentence punctuation Paragraphs Express time, place and cause using co-ordinating and subordinating conjunctions Use the present perfect form of verbs Begin to use inverted commas to punctuate direct speech To spell some words with prefixes correctly, e.g. ir-, auto-, in-, dis-, super-, un- | Lessons 41 & 42 Lessons 43 & 44 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young...These amazing hunters are..... • Possible text layout: Introduction A title which should be a question and begin 'how' or 'why'. • A sentence to introduce the topic | | | | | | |

Overview of Y3 Writing Curriculum

- Main body-A list of logical steps(in paragraphs)explaining why or how something happens with additional specific information.
- Conclusion-A paragraph to relate the subject to the reader.

Overview of Y3 Writing Curriculum

| Summer Term | | | | | | |
|--|-------------------------------------|-----------------------------|------------------------------------|--|---|--|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Summer 1 | | | | | | |
| 1 & 2 | Linked to history unit of learning. | To inform. To entertain. | Biography - George Stephenson | Words ending in '-er' when the root word ends in (t)ch. (25) Words with the /k/ sound spelled 'ch.' These words have their origins in the Greek language (26) | Summer 1 Revision of question marks and exclamation marks Sub-headings Paragraphs Similes Inverted commas in direct speech To spell some words with suffixes correctly, e.g. -ly, -ous, -tion, -ment, -ness, -less, -ful To spell some homophone correctly, e.g. which and witch. | Lessons 35 & 36 Lessons 37 & 38 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. <p>Possible text layout:</p> <p>Introduction</p> <ul style="list-style-type: none"> • A title • A sentence to introduce the topic • Main body • A list of logical steps (in paragraphs) • Conclusion | | | | | | |
| 3 & 4 | Residential Trip: The Deep. | To inform. | Recount of residential experience. | Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que.' These words are French in origin. (27) | Summer 1 Revision of question marks and exclamation marks Sub-headings | Lessons 39 & 40 Lessons 41 & 42 |

Overview of Y3 Writing Curriculum

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| | | | | Words with the /s/ sound spelled 'sc' which is Latin in its origin. (28) | Paragraphs Similes Inverted commas in direct speech To spell some words with suffixes correctly, e.g. -ly, -ous, -tion, -ment, -ness, -less, -ful To spell some homophone correctly, e.g. which and witch. | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Time adverbials e.g. firstly, soon afterwards, • Technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... <p>Possible text layout:</p> <p>Introduction A title A sentence to introduce the topic Main body Chronological Conclusion</p> | | | | | | |
| 5 & 6 | Charlottes' s Web | To entertain | Alternative ending of the book, where Charlotte doesn't die. | Homophones: Words which have the same pronunciation but different meanings and/or spellings. (29) Challenge Words (30) | Summer 1 Revision of question marks and exclamation marks Sub-headings Paragraphs Similes Inverted commas in direct speech To spell some words with suffixes correctly, e.g. -ly, -ous, -tion, -ment, -ness, -less, -ful To spell some homophone correctly, e.g. which and witch. | Lessons 43 & 44 Lessons 45 & 46 |
| <p>Progression of Genre: Progress of Genre:</p> | | | | | | |

Overview of Y3 Writing Curriculum

- Narratives and retellings are written in first or third person.
- Narratives and retellings are written in past tense, occasionally these are told in the present tense.
- Events are sequenced to create chronological plots through the use of adverbials and prepositions.
- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...
- Narratives use typical characters, settings and events whether imagined or real.
- Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.
- Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/ muttered instead of said etc.).

Planning and preparation

- Read/learn stories with actions that use the features required for the writing.
- Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.
- Use drama to deepen understanding of focus text.
- Use 'boxing up' to understand structure of story.
- Independently read successful examples of narrative writing and label/magpie effective features.
- Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.
- Make plans that include a limited number of characters and describe a few key details that show something about their personalities.
- Compose and rehearse sentences or parts of stories orally to check for sense.
- Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc.

Summer 2

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|---|--|--------------|---------------------|--|---|-----------------|
| 1 | The River by Valerie Bloom River Torridge by Chrissie Gittins | To entertain | Setting description | The suffix '-sion' pronounced /ʒən/ (31) | Summer 2 Review all Grammar and Punctuation taught in Y3. | Lessons 47 & 48 |
| <p>Progress of Genre: Choose an interesting name for the setting. Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness. Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully. Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key. Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc. Use speech to describe a setting through a character's reaction. "Wow," exclaimed Sam staring at the mountain that lay ahead. "I've never seen anything that wonderful before." Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it.....</p> | | | | | | |
| 2 | Assessment Week | | | Challenge Words (32) | Summer 2 Review all Grammar and Punctuation taught in Y3. | Lessons 49 & 50 |
| 3 | Sports Week | | | Revision – spelling rules we have learned in Stage 3. (33) | Summer 2 Review all Grammar and Punctuation taught in Y3. | Lessons 51 & 52 |

Overview of Y3 Writing Curriculum

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|---|-----------------------------------|--------------|---------------------------------------|--|---|---|
| 4 & 5 | Sabryna and the River Spirit. | To entertain | Retell 'Sabryna and the River Spirit' | Revision – spelling rules we have learned in Stage 3. (34) Revision – spelling rules we have learned in Stage 3. (35) | Summer 2 Review all Grammar and Punctuation taught in Y3. | Lessons 53 & 54 Lessons 55 & 56 |
| <p>Progression of Genre: Progress of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. E.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/ muttered instead of said etc.). <p>Planning and preparation</p> <ul style="list-style-type: none"> • Read/learn stories with actions that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of focus text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include a limited number of characters and describe a few key details that show something about their personalities. • Compose and rehearse sentences or parts of stories orally to check for sense. • Recognise and use narrative language e.g. on a cold winter's day, Dear Diary, And after all that... etc. | | | | | | |
| 6 & 7 | Information about the Water Cycle | To inform | Explanation text | Revision – spelling rules we have learned in Stage 3. (36) | Summer 2 Review all Grammar and Punctuation taught in Y3. | Lessons 57 & 58 Post-module assessment |
| <p>Progress of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. They feed their young... These amazing hunters are..... <p>Possible text layout:</p> <ul style="list-style-type: none"> • Introduction • A title which should be a question and begin 'how' or 'why'. | | | | | | |

Overview of Y3 Writing Curriculum

- A sentence to introduce the topic
- Main body
- A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information.
- Conclusion

A paragraph to relate the subject to the reader.

Overview of Y4 Writing Curriculum

| Autumn Term | | | | | | |
|---|--|----------------------------|--|---|--|------------------------------------|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Autumn 1 | | | | | | |
| 2 | The Sun – Wes Magee Spring term unit of study | To entertain To perform | Metaphor Poem based on Volcanoes/Earthquake. | These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (1) | Autumn 1 - Focus on accurate punctuation – full stops - Their, there and They're - Paragraphs - Capital letters to begin sentences - To correctly use commas in lists - To correctly use a question mark - To correctly use an exclamation mark. | Pre-module assessment |
| Type of poem is the progression | | | | | | |
| 3 & 4 | Linked to Geography unit of learning. | To entertain. | Setting description based on a natural disaster | The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.' (2) Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' (3) | Autumn 1 - Focus on accurate punctuation – full stops - Their, there and They're - Paragraphs - Capital letters to begin sentences - To correctly use commas in lists - To correctly use a question mark - To correctly use an exclamation mark. | Lessons 1 & 2 Lessons 3 & 4 |
| Progression of Genre: <ul style="list-style-type: none"> • Choose an interesting name for the setting. • Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness. • Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully. • Show the setting through the character's eyes. E.g. Frankie scanned the room searching for the golden key. • Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc. • Use speech to describe a setting through a character's reaction. "Wow," exclaimed Sam staring at the mountain that lay ahead. "I've never seen anything that wonderful before." | | | | | | |

| • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it | | | | | | |
|--|---|------------------------|---|--|--|---|
| 5 & 6 | Linked to the Science unit of learning. | To report To inform | Newspaper report – life without electricity | The prefix 'sub-' which means under or below. (4) The prefix 'inter-' means between, amongst or during. (5) | Autumn 1 - Focus on accurate punctuation – full stops - Their, there and They're - Paragraphs - Capital letters to begin sentences - To correctly use commas in lists - To correctly use a question mark - To correctly use an exclamation mark. | Lessons 5 & 6 Lessons 7 & 8 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. • They were also fond of...Possible text structure: • Introduction-A paragraph to explain the topic including any special features • Main body-A paragraph written under each of the sub headings. • Conclusion-A paragraph about peoples' opinions of the subject and why. | | | | | | |
| 7 & 8 | Escape from Pompeii by Christiana Balit | To inform | Recount of 'Escape from Pompeii' | Challenge Words (6) The suffix '-ation' is added to verbs to form nouns. (7) | Autumn 1 - Focus on accurate punctuation – full stops - Their, there and They're - Paragraphs - Capital letters to begin sentences - To correctly use commas in lists - To correctly use a question mark - To correctly use an exclamation mark. | Lessons 9 & 10 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. | | | | | | |

- Precise, technical vocabulary
- Express time, place and cause using: Conjunctions e.g. so, because
- Prepositions e.g. before, after....
- Use of paragraphs to organise ideas. •
- Y4) Use of fronted adverbials e.g. During the night, nocturnal animals....
- (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young...These amazing hunters are.....
- Possible text layout: Introduction- A title which should be a question and begin 'how' or 'why'.
- A sentence to introduce the topic
- Main body-A list of logical steps (in paragraphs)explaining why or how something happens with additional specific information.
- Conclusion A paragraph to relate the subject to the reader.

Autumn 2

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|---|---|----------------------------|-------------------------------|--|--|--|
| 1 | Don't be scared – Carol Ann Duffy | To perform To entertain | Poetry by heart | The suffix '-ation' is added to verbs to form nouns. (8) | Autumn 2 - Inverted Commas and speech marks - Fronted adverbials - Using appropriate determiners - Expand some noun phrases - Homophones - Apostrophes to demarcate possession - Suffixes. | Lessons 11 & 12 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Comparing and contrasting to other poems by the same poet or poems on a similar theme by different poets • Drama/ adding sound scapes to a poem • Identifying more complex poetic devises e.g. use of alliteration. • Identifying use of syllables specific to genre e.g. Haiku or Tanka • Identifying/labelling lines, verses, stanzas • Creating more complex success criteria linked to genre or focus poem. • Labelling rhyme schemes. • Identifying vowel rhymes (assonance). <p>Responding to more complex questions e.g. tell me more about... What led you to think that? Tell me what you thought about? What came into your head when you read? Have you ever come across anything like this before? Can you extend that idea for us?</p> | | | | | | |
| 2 & 3 | Linked to the History unit of learning. | To inform | Biography - George Stephenson | Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.' (9) Adding '-ly' to to turn an adjective into an | Autumn 2 - Inverted Commas and speech marks - Fronted adverbials - Using appropriate determiners - Expand some noun phrases - Homophones | Lessons 13 & 14 Lessons 15 & 16 |

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| | | | | adverb when the final letter is 'l.' (10) | - Apostrophes to demarcate possession - Suffixes. | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young...These amazing hunters are..... • Possible text layout: • Introduction • Main body- A list of logical steps(in paragraphs)explaining in detail • Conclusion- A paragraph to relate the subject to the reader. | | | | | | |
| 4 | Assessment Week | | | Word with the 'sh' sound spelled ch. These words are French in origin. (11) | Autumn 2 - Inverted Commas and speech marks - Fronted adverbials - Using appropriate determiners - Expand some noun phrases - Homophones - Apostrophes to demarcate possession - Suffixes. | Lessons 17 & 18 |
| 5 & 6 | Charlie and the Chocolate Factory | To entertain | Narrative - Charlie and the Chocolate Factory – Missing Chapter (inventing a new room). | Challenge Words (12) Adding the suffix '-ion.' When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.' (13) | Autumn 2 - Inverted Commas and speech marks - Fronted adverbials - Using appropriate determiners - Expand some noun phrases - Homophones - Apostrophes to demarcate possession - Suffixes. | Lessons 19 & 20 Lessons 21 & 22 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions | | | | | | |

- Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...
- Narratives use typical characters, settings and events whether imagined or real.
- Dialogue is used to convey characters' thoughts and to move the narrative forward
- Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.
- Read/learn narrative texts that use the features required for the writing.
- Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.
- Use drama to deepen understanding of chosen text.
- Use 'boxing up' to understand structure of story.
- Independently read successful examples of narrative writing and label/magpie effective features.
- Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.
- Make plans that include key events, being sure that all the events lead towards the ending.
- Plan a limited number of characters and describe a few key details that show something about their personalities.
- Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.
- Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc.
- Try to show rather than tell, for example, show how a character feels by what they say or do.
- Write narratives using their plans.
- Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.
- Reread completed narratives aloud, e.g. to a partner or a small group.

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| 7 | Father Christmas's Fake Beard. | To entertain To inform | Write 1 of the 10 stories from Father Christmas's Fake Beard as a playscript | Y3/4 word list. | Autumn 2 - Inverted Commas and speech marks - Fronted adverbials - Using appropriate determiners - Expand some noun phrases - Homophones - Apostrophes to demarcate possession - Suffixes. | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
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- Progression of Genre:
- Powerful verbs and adverbs
 - Stage directions –written in brackets
 - Sound effects/reactions of actors –written in brackets within sentences
 - Suggested Layout: Introduction Scene title and description of setting.
 - Main body- Different scenes with different characters and stage directions.
 - Opening, Build up, Problem, Resolution and Ending included.
 - Conclusion-Final line which concludes the story

| Spring Term | | | | | | |
|--|---|-------------|--------------------------------------|--|---|---|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Spring 1 | | | | | | |
| 1 & 2 | Linked to the Science unit of learning. | To inform | Non-chronological report about teeth | <p>Adding the suffix –ous.’ Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though (14)</p> <p>The suffix ‘-ous.’ The final ‘e’ of the root word must be kept if the sound of ‘g’ is to be kept. (15)</p> | <p>Spring 1</p> <ul style="list-style-type: none"> - Word classes – noun, adjective, adverb, determiner - Commas after fronted Adverbials - Inverted commas and speech marks - Conjunctions - Capital letters to demarcate proper nouns. - Punctuation in direct speech - Prefixes & suffixes <p>Conjunctions, adverbs and prepositions</p> | <p>Lessons 23 & 24</p> <p>Lessons 25 & 26</p> |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Text organisation to aid presentation e.g. paragraphs/ headings/ subheadings. • Range of adverbials and conjunctions • Technical vocabulary • Information which is factual and accurate • Use of subordinating conjunctions to join clauses and as openers. • Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of... • Possible text structure: • Introduction-A paragraph to explain the topic including any special features • Main body-A paragraph written under each of the sub headings. • Conclusion-A paragraph about peoples’ opinions of the subject and why | | | | | | |
| 3 & 4 | Linked to Geography Unit of Learning. | To persuade | Persuasive advert to visit Saltburn. | <p>The ‘ee’ sound spelled with an ‘i.’ (16)</p> <p>The suffix ‘-ous.’ If there is an ‘ee’ sound before the ‘-ous’ ending, it is usually spelled as i, but a few words have e. (17)</p> | <p>Spring 1</p> <ul style="list-style-type: none"> - Word classes – noun, adjective, adverb, determiner - Commas after fronted Adverbials - Inverted commas and speech marks - Conjunctions | <p>Lessons 27 & 28</p> <p>Lessons 29 & 30</p> |

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| | | | | | <ul style="list-style-type: none"> - Capital letters to demarcate proper nouns. - Punctuation in direct speech - Prefixes & suffixes Conjunctions, adverbs and prepositions | |
| <p>Progression of Genre: Headings, subheadings or paragraphs to organise ideas into logical sections</p> <ul style="list-style-type: none"> - Exaggerated language to describe the product benefits. - Alliteration - Paragraphs: intro, main body (reasons supported by evidence); conclusion. - Power of three sentences e.g. explore exotic caves, discover fantasy island and swim with sharks. - (Y4) Include a slogan (present tense, including facts, adjectives, alliteration and a rhetorical question) - (Y4) Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! - (Y4) Use adverbials e.g. therefore, however... <p>Suggested Text Layout: Introduction: An opening paragraph that sums up the viewpoint being presented. Main body: Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. Conclusion: A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p> | | | | | | |
| 5 & 6 | Podkin One Ear | To entertain. | Narrative – To write an alternative ending. | Challenge Words (18) Words where 'au' makes an /or/ sound (19) | Spring 1 <ul style="list-style-type: none"> - Word classes – noun, adjective, adverb, determiner - Commas after fronted Adverbials - Inverted commas and speech marks - Conjunctions - Capital letters to demarcate proper nouns. - Punctuation in direct speech - Prefixes & suffixes | <p>Lessons 31 & 32</p> <p>Lessons 33 & 34</p> |

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| | | | | | Conjunctions, adverbs and prepositions | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Precise, technical vocabulary • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young...These amazing hunters are..... • Possible text layout: Introduction A title which should be a question and begin 'how' or 'why'. • A sentence to introduce the topic • Main body-A list of logical steps (in paragraphs) explaining why or how something happens with additional specific information. • Conclusion-A paragraph to relate the subject to the reader | | | | | | |
| Spring 2 | | | | | | |
| 1 | There's an Alien in the Classroom – Gervais Phinn | To entertain To perform | Poetry by heart – 1 week Write a poem titled There's a Viking in my classroom and perform | The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' (20) | Spring 2 - Present perfect tense. - Possessive pronouns. - Apostrophes for singular and plural possession - To expand noun phrases with the addition of modifying adjectives and prepositional phrases, - To use fronted adverbials demarcated with commas - To spell most homophones correctly | Lessons 35 & 36 |
| <p>Type of poetry is the progression</p> <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Use of dictionaries thesauri to generate synonyms/antonyms • Use of rhyming dictionaries to create rhyming couplets. • Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. • Drama • Mime – individuals or groups mime the poem. • Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. • Making structured plans | | | | | | |

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| 2 | Assessment Week | | | The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' (21) | Spring 2 - Present perfect tense. - Possessive pronouns. - Apostrophes for singular and plural possession - To expand noun phrases with the addition of modifying adjectives and prepositional phrases, - To use fronted adverbials demarcated with commas - To spell most homophones correctly | Lessons 37 & 38 |
| 3 & 4 | The Journal of Iliona | To explain | Diary entry of a Roman slave (The Journal of Iliona) | The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' (22) Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring. (23) | Spring 2 - Present perfect tense. - Possessive pronouns. - Apostrophes for singular and plural possession - To expand noun phrases with the addition of modifying adjectives and prepositional phrases, - To use fronted adverbials demarcated with commas - To spell most homophones correctly | Lessons 39 & 40 Lessons 41 & 42 |
| Progression of Genre: <ul style="list-style-type: none"> • 1st person • Use of 'you' when talking to the diary • Mainly past tense • Adjectives • More complex time fronted adverbials e.g. After lunch, • Personal, chatty style • Emotive language • Facts and opinions | | | | | | |

- Include date at the beginning and 'dear diary'
- Rhetorical questions e.g. don't they understand?
- Paragraphs
- Chatty tone: Lively use of language e.g. 'powerful' verbs, adjectives and adverbs.
- 'Asides' (anecdotes and comments in brackets)
- Conversational openers e.g. Anyway, /By the way,/After all
- Exaggerations (hyperbole)
- Suggested text layout: Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings
- Main body-Different paragraphs in time order
- Conclusion-What did you think about the event?
- A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.

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| 5 | Linked to History unit of learning. The Journal of Iliona | To explain | Explanation text to explain a change in the Roman Legacy. | Challenge Words (24) | Spring 2 - Present perfect tense. - Possessive pronouns. - Apostrophes for singular and plural possession - To expand noun phrases with the addition of modifying adjectives and prepositional phrases, - To use fronted adverbials demarcated with commas - To spell most homophones correctly | Lessons 43 & 44 |
|---|--|------------|---|----------------------|--|-----------------|

- Progression of Genre:
- More complex time adverbials e.g. firstly, soon afterwards,
 - Cause and effect connectives e.g. therefore, consequently etc.
 - Precise, technical vocabulary
 - Express time, place and cause using: Conjunctions e.g. so, because
 - Prepositions e.g. before, after....
 - Use of paragraphs to organise ideas.
 - (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals....
 - (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young...These amazing hunters are.....
 - Possible text layout: Introduction A title which should be a question and begin 'how' or 'why'.
 - A sentence to introduce the topic
 - Main body-A list of logical steps(in paragraphs)explaining why or how something happens with additional specific information.
 - Conclusion-A paragraph to relate the subject to the reader.

| Summer Term | | | | | | |
|--|---------------------------------------|-------------|--|--|--|--|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Summer 1 | | | | | | |
| 1 & 2 | Linked to Geography Unit of Learning. | To inform. | Recount about a trip to Africa based on the boy who biked the world. | Homophones – words which have the same pronunciation but different meanings and/or spellings. (25) The /s/ sound spelled c before 'i' and 'e'. (26) | Summer 1 - Adverbials of manner Adjectives and fronted Adverbials - Determiners - Standard English – were/was/did/done - Plural possessive - Apostrophes - Word classes - Punctuation in direct speech, including a comma after the reporting clause. | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage Lessons 45 & 46 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person. • Narratives and retellings are written in the past tense, occasionally these are told in the present tense. • Events are sequenced to create chronology through the use of adverbials and prepositions • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue is used to convey characters' thoughts and to move the narrative forward • Language choices help create realistic-sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. • Read/learn narrative texts that use the features required for the writing. • Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. • Use drama to deepen understanding of chosen text. • Use 'boxing up' to understand structure of story. • Independently read successful examples of narrative writing and label/magpie effective features. • Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. • Make plans that include key events, being sure that all the events lead towards the ending. • Plan a limited number of characters and describe a few key details that show something about their personalities. • Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader. • Recognise and use narrative language e.g. On a cold Winter's day, Dear Diary, And after all that... etc. • Try to show rather than tell, for example, show how a character feels by what they say or do. • Write narratives using their plans. • Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. • Reread completed narratives aloud, e.g. to a partner or a small group. | | | | | | |

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| 3 & 4 | Daily Life in The Islamic Golden Age | | Balanced Argument - Is it the Golden Age? (based on?) | <p>Some words have similar spellings, root words and meanings. We call these word families. 'sol word family' and 'real word family' (27)</p> <p>Some words have similar spellings, root words and meanings. We call these word families. 'phon word family' and 'sign word family' (28)</p> | <p>Summer 1</p> <ul style="list-style-type: none"> - Adverbials of manner Adjectives and fronted Adverbials - Determiners - Standard English – were/was/did/done - Plural possessive - Apostrophes - Word classes - Punctuation in direct speech, including a comma after the reporting clause. | <p>Lessons 47 & 48</p> <p>Lessons 49 & 50</p> |
| <p>Progression of Genre: Present tense Language to illustrate a balanced viewpoint e.g. On one hand, On the other hand, Some people think, Others think. Use present perfect form of verbs e.g. some people have argued....some people have said Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). Nouns that categorise(vehicles, pollution) and abstract nouns (power). A number of paragraphs, each one giving a point for or against supported with evidence. Use adverbials e.g. therefore, however... Pictures, labels or captions could be used to support the argument. Headings and subheadings could be used to aid presentation. A concluding paragraph to summarise main reasons for and against and also provide a personal opinion supported with evidence. Possible text layout: Introduction A title which should be a question. Sentences to introduce the issue to be discussed. Main body A number of paragraphs, each one giving a point for or against, supported with evidence. Conclusion Sentences to summarise key points for and against. Personal recommendation with reason.</p> | | | | | | |
| 5 & 6 | The Boy who biked the world-Africa | To inform To entertain | Persuasive Letter about a trip to Africa | <p>Prefixes – 'super-' 'anti' and 'auto.' (29)</p> <p>The prefix bi- meaning two (30)</p> | <p>Summer 1</p> <ul style="list-style-type: none"> - Adverbials of manner Adjectives and fronted Adverbials - Determiners - Standard English – were/was/did/done - Plural possessive - Apostrophes - Word classes - Punctuation in direct speech, including a | <p>Lessons 51 & 52</p> <p>INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage</p> |

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| | | | | | comma after the reporting clause. | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Date underneath the address • Informal language • Paragraphs to organise ideas • Chatty tone: Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. • 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way,/After all Exaggerations (hyperbole) • Possible text structure :Introduction –Include greeting and explain why you are writing • Main body-Different paragraphs with elaboration • Conclusion-What did you think about the subject? • Closing line e.g. I hope to see you soon | | | | | | |
| Summer 2 | | | | | | |
| 1 | Macavity by T.S Eliot | To entertain To perform | Poetry by heart | Challenge Words (31) | Summer 2 noun phrases with the addition of ambitious modifying adjectives and prepositional phrases - Personal Pronouns and possessive Pronouns - To extend the range of sentences with more than one clause - Antonyms | Lessons 53 & 54 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Use of dictionaries thesauri to generate synonyms/antonyms • Use of rhyming dictionaries to create rhyming couplets. • Short bursts of writing to collect ideas for writing e.g. making word banks or phrase banks and counting syllables in preparation for Haiku or Tanka. • Drama • Mime – individuals or groups mime the poem. • Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article. • Making structured plans | | | | | | |
| 2 | Assessment Week | | | Plural possessive apostrophes. (32) | Summer 2 noun phrases with the addition of ambitious modifying adjectives and prepositional phrases - Personal Pronouns and possessive Pronouns - To extend the range of sentences with more than one clause | Lessons 55 & 56 |

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| | | | | | - Antonyms | |
| 3 | Sports Week | | | Revision – spelling rules we have learned in Stage 4. (33) | Summer 2 noun phrases with the addition of ambitious modifying adjectives and prepositional phrases - Personal Pronouns and possessive Pronouns - To extend the range of sentences with more than one clause - Antonyms | Lessons 57 & 58 |
| 4 & 5 | Linked to School Sports Week | To inform To entertain | Biography: Famous Sports Personality. | Revision – spelling rules we have learned in Stage 4. (34) Revision – spelling rules we have learned in Stage 4. (35) | Summer 2 noun phrases with the addition of ambitious modifying adjectives and prepositional phrases - Personal Pronouns and possessive Pronouns - To extend the range of sentences with more than one clause - Antonyms | Lessons 59 & 60 Post-module assessment |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • More complex time adverbials e.g. firstly, soon afterwards, • Cause and effect connectives e.g. therefore, consequently etc. • Express time, place and cause using: Conjunctions e.g. so, because • Prepositions e.g. before, after.... • Use of paragraphs to organise ideas. • (Y4) Use of fronted adverbials e.g. During the night, nocturnal animals.... • (Y4) Create cohesion and avoid repetition through the use of nouns and pronouns e.g. Foxes are mammals...They feed their young...These amazing hunters are..... • Possible text layout: • Introduction • Main body- A list of logical steps(in paragraphs)explaining in detail • Conclusion- A paragraph to relate the subject to the reader. | | | | | | |
| 6 & 7 | Linked to History The Anglo Saxons and Scots. | To instruct. | Instructional writing. | Revision – spelling rules we have learned in Stage 4. (36) | Summer 2 noun phrases with the addition of ambitious modifying adjectives and prepositional phrases - Personal Pronouns and possessive Pronouns | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage. INTERVENTION Sessions x2 – extra practice and |

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| | | | | | - To extend the range of sentences with more than one clause - Antonyms | challenge on half termly coverage. |
| <p>Progression of Genre:</p> <p>Higher order conjunctions e.g. unless, until, so that etc.</p> <ul style="list-style-type: none"> Express time, place and cause using conjunctions, adverbs and prepositions e.g. when this has been done... next add... after doing this.... Headings and subheadings to guide the reader. Written in paragraphs. May include labelled illustrations or diagrams to support specifics in the text. <p>Possible text structure:</p> <ul style="list-style-type: none"> Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to? List of ingredients or quantities under a sub heading. Main body Sentences to describe each step with specific information and detail beneath subheading. Conclusion <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p> | | | | | | |

Overview of Y5 Writing Curriculum

| Autumn Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Autumn 1 | | | | | | |
| 2 | Class room expectations and life experiences. | To persuade. | To write a persuasive introduction to Year 5 (aims, expectations...). | Words ending in '-ious.' (1) | Autumn 1 - Use a wide range of conjunctions to create compound and complex sentences. - Direct and indirect speech. - Possessive apostrophes. - Adverbials of time, place and number to link ideas across paragraphs. - Using paragraphs to organise ideas | Pre-module assessment |
| Progression of genre: <ul style="list-style-type: none"> - Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... - Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) - (Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet. - (Y6) Use the second person - appeal to the reader e.g. this is just what you've been looking for. - (Y6) The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated... - (Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore... Suggested Text Layout: Introduction An opening paragraph that sums up the viewpoint being presented. Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision. Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis). | | | | | | |
| 3 & 4 | Percy Jackson & The Lightning Thief | To entertain To inform | Diary entry | Words ending in '-cious.' If the root word ends in -ce the sound | Autumn 1 - Use a wide range of conjunctions to create | Lessons 1 & 2 Lessons 3 & 4 |

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| | | | | <p>is usually spelled '-cious.' (2)</p> <p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. (3)</p> | <p>compound and complex sentences.</p> <ul style="list-style-type: none"> - Direct and indirect speech. - Possessive apostrophes. - Adverbials of time, place and number to link ideas across paragraphs. - Using paragraphs to organise ideas | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Some present tense when talking about thoughts and feelings • Higher level time fronted adverbials e.g. Shortly before mum came back, • Parenthesis using brackets, dashes and commas to add additional information • Chatty tone: As LKS2 <p>Suggested text layout:</p> <p>Introduction</p> <p>Why are you writing?</p> <p>What are you going to tell them about? Thoughts and feelings</p> <p>Main body</p> <p>Different paragraphs in time order.</p> <p>Elaboration on events so the reader is able to visualise the experience.</p> <p>Include personal reflections on the event throughout and talk to the diary in a personal way</p> <p>Conclusion</p> <p>What did you think about the event?</p> <p>A closing line of why you have to stop writing e.g. my mum is shouting me for my tea.</p> <p>Perhaps relate event to past events that have been written about.</p> | | | | | | |
| 5 & 6 | Percy Jackson & The Lightning Thief | To entertain. To direct. | Playscript. | <p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. (4)</p> <p>Ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-itial' after a consonant. But there are many exceptions. (5)</p> | <p>Autumn 1</p> <ul style="list-style-type: none"> - Use a wide range of conjunctions to create compound and complex sentences. - Direct and indirect speech. - Possessive apostrophes. - Adverbials of time, place and number to | <p>Lessons 5 & 6</p> <p>Lessons 7 & 8</p> |

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| | | | | | link ideas across paragraphs. - Using paragraphs to organise ideas | |
| <p>Progression of genre:</p> <ul style="list-style-type: none"> - Use bold/italic writing to show how something is spoken - Use of ellipses to show pauses in speech - Character/scene list - Stage directions – written in italics. - Sound effects/reactions of actors written in brackets within sentences. <p>Suggested Layout:</p> <p>Introduction</p> <p>Scene title and description of setting.</p> <p>Main body</p> <p>Different scenes with different characters and stage directions.</p> <p>Characters speak in detail and have stage directions to follow</p> <p>Opening, Build up, Problem, Resolution and Ending included.</p> <p>Conclusion</p> <p>Final line</p> | | | | | | |
| 7 & 8 | Greek myths and Legends. | To entertain. | Narrative - Greek myth | Challenge words (6) | <p>Autumn 1</p> <ul style="list-style-type: none"> - Use a wide range of conjunctions to create compound and complex sentences. - Direct and indirect speech. - Possessive apostrophes. - Adverbials of time, place and number to link ideas across paragraphs. - Using paragraphs to organise ideas | <p>Lessons 9 & 10</p> <p>INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage</p> |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). • Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ... • Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly). • Modals can be used to suggest degrees of possibility, e.g. They should never have...if they were careful, the children might be able to... | | | | | | |

- Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...

Autumn 2

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| 1 | November Night- Adelaide Crapsey | To entertain To perform | Poetry by heart and creating their own cinquain | Words ending in '-ant.' '-ant' Is used if there is an 'a' or 'ay' sound in the right place. (7) | Autumn 2 - Relative clauses - Literary devices- similes, metaphor, alliteration. - Brackets, dashes or commas to indicate parenthesis. - Modal verbs Using different verb forms mostly accurately - Making some use of fronted adverbials followed by a comma - Apostrophes- Contraction | Lessons 11 & 12 |
| Progression of Genre: <ul style="list-style-type: none"> • Appreciating the poet's craft – looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification and onomatopoeia. • Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets. • Labelling more complex rhyme schemes; use of assonance and rhythm. • Sequencing a cut up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain. • Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets. • Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets. • Creating more complex success criteria linked to genre. • Responding to more complex questions to do with poet's use of language e.g. How has the poet used figurative language? Why has the poet chosen to use onomatopoeia? | | | | | | |
| 2 & 3 | Work in Geography Information about Brazil | To entertain | Advert on Brazil | Words ending in '- ance.' '-ance' Is used if there is an 'a' or 'ay' sound in the right place. (8) Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There many exceptions to this rule. (9) | Autumn 2 - Relative clauses - Literary devices- similes, metaphor, alliteration. - Brackets, dashes or commas to indicate parenthesis. - Modal verbs Using different verb forms mostly accurately | Lessons 13 & 14 Lessons 15 & 16 |

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| | | | | | <ul style="list-style-type: none"> - Making some use of fronted adverbials followed by a comma - Apostrophes- Contraction | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to... • Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups) <p>Suggested Text Layout:</p> <p>Introduction An opening paragraph that sums up the viewpoint being presented.</p> <p>Main body Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p> | | | | | | |
| 4 | Assessment Week | | | Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation.' (10) | Autumn 2 <ul style="list-style-type: none"> - Relative clauses - Literary devices- similes, metaphor, alliteration. - Brackets, dashes or commas to indicate parenthesis. - Modal verbs Using different verb forms mostly accurately <ul style="list-style-type: none"> - Making some use of fronted adverbials followed by a comma - Apostrophes- Contraction | Lessons 17 & 18 |
| 5 & 6 | The Explorer | To inform. To entertain | Informal letter in the bottle | Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably (11) | Autumn 2 <ul style="list-style-type: none"> - Relative clauses - Literary devices- similes, metaphor, alliteration. - Brackets, dashes or commas to indicate parenthesis. - Modal verbs | Lessons 19 & 20 Lessons 21 & 22 |

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| | | | | Challenge Words (12) | Using different verb forms mostly accurately - Making some use of fronted adverbials followed by a comma - Apostrophes- Contraction | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Date underneath the address • Informal language • Paragraphs to organise ideas • Chatty tone: • Lively use of language e.g. 'powerful' verbs, adjectives and adverbs. 'Asides' (anecdotes and comments in brackets) • Conversational openers e.g. Anyway, /By the way,/After all Exaggerations (hyperbole) • Colloquialism <p>Possible text structure:</p> <p>Introduction – Include greeting and explain why you are writing</p> <p>Main body - Different paragraphs with elaboration</p> <p>Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon.</p> | | | | | | |
| 7 | Christmas Film | To inform. To review. | To write a Christmas film review. | | <p>Autumn 2</p> <ul style="list-style-type: none"> - Relative clauses - Literary devices- similes, metaphor, alliteration. - Brackets, dashes or commas to indicate parenthesis. - Modal verbs <p>Using different verb forms mostly accurately</p> <ul style="list-style-type: none"> - Making some use of fronted adverbials followed by a comma - Apostrophes- Contraction | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Expressing a distinct opinion whilst evidencing the poem • Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). | | | | | | |

| Spring Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Spring 1 | | | | | | |
| 1 & 2 | Linked to history unit of learning (Mayans). | To explain. | Explanation text – From Bean to Bar | Words ending in ‘-able.’ If this is being added to a root word ending in –ce or –ge then the e after the c or g is kept other wise they would be said with their hard sounds as in cap and gap (13) Adverbs of time (temporal adverbs) these are words to develop chronology in writing (14) | Spring 1 Use commas to clarify meaning or avoid ambiguity. Adverbials of time, place and number to link ideas across paragraphs Literary devices- similes, metaphor, alliteration. Identify determiners including articles and the definite article. | Lessons 23 & 24 Lessons 25 & 26 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. Create cohesion within paragraphs using adverbials e.g. therefore, however Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). <p>Possible text layout:</p> <p>Introduction A title which should be a question and begin ‘how’ or ‘why’ A sentence to introduce the topic</p> <p>Main body Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. Conclusion A paragraph to relate the subject to the reader.</p> | | | | | | |
| 3 | Linked to history unit of learning (Mayans). | To instruct | Instructions on how to play pok-a-tok | Adding suffixes beginning with vowel letters to words ending in –fer. The r is doubled if the –fer is still stressed when the ending is added. If the | Spring 1 Use commas to clarify meaning or avoid ambiguity. | Lessons 27 & 28 |

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| | | | | -fer is not stressed then the r isn't doubled. (15) | <p>Adverbials of time, place and number to link ideas across paragraphs</p> <p>Literary devices- similes, metaphor, alliteration.</p> <p>Identify determiners including articles and the definite article.</p> | |
| <p>Progression of Genre:</p> <p>Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)...</p> <p>Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought....</p> <p>Modals can be used to suggest degrees of possibility e.g. you should... you might want to...</p> <p>Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.</p> <p>Use a variety of layout features to guide the reader including diagrams, fact boxes etc.</p> <p>Possible text structure:</p> <p>Introduction</p> <p>This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?</p> <p>List of ingredients or quantities under a sub heading.</p> <p>Main body</p> <p>Sentences to describe each step with specific information and detail beneath subheading.</p> <p>Conclusion</p> <p>A concluding paragraph to say what the end product will be like and what it can be used for.</p> | | | | | | |
| 4 | Middeworld | To entertain | Setting description – | Words with 'silent' letters at the start. (16) | <p>Spring 1</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Adverbials of time, place and number to link ideas across paragraphs</p> <p>Literary devices- similes, metaphor, alliteration.</p> <p>Identify determiners including articles and the definite article.</p> | Lessons 29 & 30 |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> Choose a name that suggests something about the setting e.g. Dead Man's Hollow. | | | | | | |

- Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness.
- Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings.
- Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key.
- Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with.
- Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak.
- Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.
- Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.
- Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.
- Use the subjunctive form to hypothesize for impact. If the devil himself had created a house, it would probably have looked like this.

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| 5 & 6 | Middleworld | To entertain. | Narrative. | Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) (17) Challenge Words(18) | Spring 1 Use commas to clarify meaning or avoid ambiguity. Adverbials of time, place and number to link ideas across paragraphs Literary devices- similes, metaphor, alliteration. Identify determiners including articles and the definite article. | Lessons 31 & 32 Lessons 33 & 34 |
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Progression of Genre:

- This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).
- Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...
- Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).
- Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...
- Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...

Spring 2

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|---|---------------------------|----------------------------|---|---------------------------------------|--|-----------------|
| 1 | It's Spring – John Foster | To entertain To perform | Poetry by heart and write their own personification poem about Spring and perform | Words spelled with 'ie' after c. (19) | Spring 2 Identify how the progressive tense in verbs-both past and present is formed and use both terms. | Lessons 35 & 36 |
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| | | | | | Relative clauses. Prepositional phrases Using the correct verb tenses | |
| Progression of Genre: The type of poetry is the progression. | | | | | | |
| 2 | Assessment Week | | | Words with the 'ee' sound spelled ei after c. The 'i before e except after c' rule applies to words where the sound spelled by ei is /ee/ However there are exceptions like those in the spellings. (20) | Spring 2 Identify how the progressive tense in verbs-both past and present is formed and use both terms. Relative clauses. Prepositional phrases Using the correct verb tenses | Lessons 37 & 38 |
| 3 | Linked to Geography unit of learning (UK/Greece similarities). | To inform. | Which is better: chicken parmo or chicken gyro? | Words containing the letter string 'ough' where the sound is /aw/. (21) | Spring 2 Identify how the progressive tense in verbs-both past and present is formed and use both terms. Relative clauses. Prepositional phrases Using the correct verb tenses | Lessons 39 & 40 |
| Progression of Genre: <ul style="list-style-type: none"> • Cause and effect connectives e.g. consequently, hence. • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. South America, which is a... • Parenthesis can be used to add clarification of technical words e.g. acrylic (a type of paint) Possible text layout: | | | | | | |

Introduction
 A title which should be a question.
 Sentences to introduce the issue to be discussed and why it is being discussed.

Main body
 A number of paragraphs, each one giving a point for or against supported and elaborated with evidence.

Conclusion
 Summary of key points for and against.
 Personal recommendation and give a reason for it.

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| 4 & 5 | The Lighthouse (Literacy Shed). | To entertain. | Narrative – The Lighthouse | Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow (22) Adverbs of possibility. These words show the possibility that something has of occurring (23) | Spring 2 Identify how the progressive tense in verbs-both past and present is formed and use both terms. Relative clauses. Prepositional phrases Using the correct verb tenses | Lessons 41 & 42 Lessons 43 & 44 |
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Progression of Genre:

- This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?).
- Opportunities also exist for the use of the past perfect e.g. The children had tried...earlier in the day, the goblins had hidden... and Past perfect progressive forms e.g. the children had been searching... they had been hoping to find the treasure since they started on the quest ...
- Adverbials can be used e.g. therefore, however to create cohesion within and across paragraphs. These adverbials can take the form of time (later), place (nearby), and numbers (secondly).
- Modals can be used to suggest degrees of possibility, e.g. They should never have...If they were careful, the children might be able to...
- Adverbs of possibility can be used to suggest possibility, e.g. They were probably going to be stuck there all night..., they were definitely on the adventure of a lifetime...

| Summer Term | | | | | | |
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| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Summer 1 | | | | | | |
| 1 & 2 | The head that wore the crown poems by Emma Write and Rachel Piercey | To inform | A review of The head that wears the crown poem | Challenge Words (24) These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (25) | Summer 1 AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions. Begin to make some use of Year 6 punctuation: semi-colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens | Lessons 45 & 46 Lessons 47 & 48 |
| Progression of Genre: <ul style="list-style-type: none"> • Expressing a distinct opinion whilst evidencing the poem • Indicate degrees of possibility using adverbs e.g. Perhaps... surely or modal verbs e.g. might, should, will... • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... • Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). | | | | | | |
| 3 & 4 | Linked to History unit of learning (The Tudors). | To inform | Was Henry VIII a good king? | These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (26) These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (27) | Summer 1 AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions. Begin to make some use of Year 6 punctuation: semi-colons/dashes to mark the boundary between independent | Lessons 49 & 50 Lessons 51 & 52 |

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| | | | | | clauses, semi-colons for lists or hyphens | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Cause and effect connectives e.g. consequently, hence. • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. South America, which is a... • Parenthesis can be used to add clarification of technical words e.g. acrylic (a type of paint) <p>Possible text layout:</p> <p>Introduction A title which should be a question. Sentences to introduce the issue to be discussed and why it is being discussed.</p> <p>Main body A number of paragraphs, each one giving a point for or against supported and elaborated with evidence.</p> <p>Conclusion Summary of key points for and against. Personal recommendation and give a reason for it.</p> | | | | | | |
| 5 & 6 | Linked to Science unit of learning (The Solar System). | To inform. | Non-chronological report on planets. | <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (28)</p> <p>These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings. (29)</p> | <p>Summer 1</p> <p>AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions.</p> <p>Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens</p> | <p>INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage</p> <p>INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage</p> |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional • Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David’s celebrity wife, also enjoys football. • Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. • The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted... Children were taught... • Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams <p>Possible text structure:</p> <p>Introduction - A paragraph to explain the topic including any special features</p> | | | | | | |

Main body – A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions.
 Conclusion -A paragraph about peoples' opinion of the subject and why.

Summer 2

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| 1 | Linked to Science unit of learning (The Solar System). | To entertain. | Setting description – International Space Station | Challenge Words (30) | <p>Summer 2</p> <p>AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions.</p> <p>Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens</p> | Lessons 53 & 54 |
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Progression of Genre:

- Choose a name that suggests something about the setting e.g. Dead Man's Hollow.
- Show the scene through the character's eyes adding details to show character's reactions to new surroundings e.g. Jill peered around the gloomy cave, her eyes fighting against the darkness.
- Use detailed 'power of 3' sentences to describe what can be seen, heard or touched e.g. The room was adorned with shabby furniture, tatty curtains and strange paintings.
- Pick out unusual details to hook the reader and lead the story forwards e.g. On the shelf, was a small golden statue of a man clutching a key.
- Introduce something unusual to hook the reader and lead the story forwards e.g. On the table, was a strange footprint left by a creature that Holly, who was an animal expert, was unfamiliar with.
- Change atmosphere by altering weather, place or time and use a metaphor or personification. E.g. the wind howled, the fog descended over the houses like a thick cloak.
- Reflect a character's feelings in the setting e.g. As the rain lashed against the window pane, tears streamed down Harry's face.
- Use parenthesis to add additional information e.g. the house, old and decrepit, stood at the bottom of Haunted Hill.
- Use relative clauses to add further information, adding commas when required e.g. The windows, which were dirty and cracked, swung on their hinges in the breeze.
- Use the subjunctive form to hypothesize for impact. If the devil himself had created a house, it would probably have looked like this.

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| 2 | Assessment Week | | | Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. (31) | <p>Summer 2</p> <p>AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions.</p> <p>Begin to make some use of Year 6 punctuation: semi-</p> | Lessons 55 & 56 |
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| | | | | | colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens | |
| 3 | Sports Week | | | Challenge Words (32) | <p>Summer 2</p> <p>AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions.</p> <p>Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens</p> | Lessons 57 & 58 |
| 4 & 5 | Linked to Science unit of learning (The Solar System) | To inform. | Biography on a famous astronaut. | <p>Revision: Year 5 words (33)</p> <p>Revision: Year 5 words (34)</p> | <p>Summer 2</p> <p>AfL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions.</p> <p>Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens</p> | <p>Lessons 59 & 60</p> <p>Post-module assessment (5)</p> |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Cause and effect connectives e.g. consequently, hence. • Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. • Create cohesion within paragraphs using adverbials e.g. therefore, however • Relative clauses can be used to add further information e.g. Picasso, who was a... • Parenthesis can be used to add clarification of technical words e.g. acrylic (a type of paint) | | | | | | |

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| 6 | Linked to Science unit of learning (The Solar System) | To instruct | Instructions on how to make a paper rocket. | Revision: Year 5 words (35) | Summer 2 AFL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions. Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary between independent clauses, semi-colons for lists or hyphens | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> • Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)... • Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought.... • Modals can be used to suggest degrees of possibility e.g. you should... you might want to... • Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal. • Use a variety of layout features to guide the reader including diagrams, fact boxes etc. <p>Possible text structure:</p> <p>Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?</p> <p>List of ingredients or quantities under a sub heading.</p> <p>Main body Sentences to describe each step with specific information and detail beneath subheading.</p> <p>Conclusion A concluding paragraph to say what the end product will be like and what it can be used for.</p> | | | | | | |
| 7 | Oh The Places You Will Go- Dr Seuss | To entertain To perform | Poetry by heart | Revision: Year 5 words (36) | Summer 2 AFL Grammar & Punctuation, adverbials, relative clauses, subordinate conjunctions. Begin to make some use of Year 6 punctuation: semi-colons/colons/dashes to mark the boundary | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |

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| | | | | | between independent clauses, semi-colons for lists or hyphens | |
| Progression of Genre: Type of poetry is the progression | | | | | | |

Overview of Y6 Writing Curriculum

| Autumn Term | | | | | | |
|---|--|---------------------------|--|--|--|--|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Autumn 1 | | | | | | |
| 2 & 3 | Linked to the Geography unit of learning - How can we save our planet? Greta Thunberg speech. | To inform To persuade | Create their own speech based on saving the planet | Challenge Words (1) Challenge Words (2) | Autumn 1 Revision of all word classes. Paragraphs. Capital letters. Full stops. Question marks. Exclamation marks. Commas for lists. | Pre-module assessment Lessons 1 & 2 |
| <p>Progression of Genre:</p> <p>Modals can be used to suggest degrees of possibility e.g. This could be.... You should... You might want to...</p> <p>Include a more complex slogan (Word play, humour, some awareness of reader e.g. different age groups)</p> <p>(Y6) Make formal and informal vocabulary choices by moving from generic statements to specific examples when key points are being presented e.g. the hotel is extremely comfortable. The beds are soft; the chairs are specially made to support your back and all rooms have thick carpet.</p> <p>(Y6) Use the second person -appeal to the reader e.g. this is just what you've been looking for.</p> <p>(Y6) The passive voice can be used in some formal persuasive texts e.g. It can be said... It cannot be overstated....</p> <p>(Y6) Create cohesion within and across paragraphs using a wider range of cohesive devices which can include adverbials, conjunctions and prepositions e.g. This proves that....So it's clear...Therefore...</p> <p>Suggested Text Layout: Introduction An opening paragraph that sums up the viewpoint being presented.</p> <p>Main body</p> <p>Paragraphs to persuade the reader to accept the writer's viewpoint or buy their product, each with appropriate detail to influence the reader's decision.</p> <p>Conclusion A concluding paragraph to finish the piece, summarising the main points and reinforcing the original viewpoint (thesis).</p> | | | | | | |
| 4 & 5 | Shackleton's Journey | To entertain To inform | Informal Letter | Challenge Words (3) Challenge Words (4) | Autumn 1 Revision of all word classes. Paragraphs. Capital letters. Full stops. Question marks. Exclamation marks. Commas for lists. | Lessons 3 & 4 Lessons 5 & 6 |
| <p>Progression of Genre:</p> <p>Date beneath address of addressee</p> <p>Use of 'dear' and addressee's name</p> <p>Appropriate sign off</p> <p>Clear use of language, e.g. conventional vocabulary, 'precise' verbs, adjectives and adverbs.</p> <p>Effective use of language suitable for purpose e.g. to persuade or complain etc.</p> <p>Possible text structure: Introduction –Include clear explanation of why you are writing.</p> <p>Main body-Different paragraphs of each point with elaboration and or supporting evidence</p> | | | | | | |

| Conclusion –Summary of main points and recommendations. Formal closing line e.g. I look forward to hearing from you | | | | | | |
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| 6 & 7 | Shackleton's Journey | To report To inform | Newspaper report of The Endurance setting sinking | Challenge Words (5) | Autumn 1 | Lessons 7 & 8 |
| | | | | Challenge Words (6) | | Revision of all word classes. Paragraphs. Capital letters. Full stops. Question marks. Exclamation marks. Commas for lists. |
| <p>Progression of Genre:</p> <p>Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional</p> <p>Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.</p> <p>Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader.</p> <p>Consistent use of this can also create cohesion.</p> <p>The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught...</p> <p>Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations, picture, caption or diagrams</p> | | | | | | |
| 8 | Summer-water Sonnet - Gillian Clarke and Lines Upon Westminster Bridge - William Wordsworth | To entertain To perform | Poetry by heart. Compare and perform | Challenge Words (7) | Autumn 1 | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| <p>Progression of Genre: Compare 2 classic sonnets for content, use of language and rhyme pattern.</p> <p>Appreciating the poet's craft – looking at a range of poetic devices e.g. use of symbolism or imagery, figurative language, similes, metaphors, personification and onomatopoeia.</p> <p>Comparing and contrasting use of poetic devices with those used in other poems either by the same poet or different poets.</p> <p>Labelling more complex rhyme schemes; use of assonance and rhythm.</p> <p>Sequencing a cut up version of an (unseen) poem following genre specific success criteria e.g. Sonnet or Cinquain.</p> <p>Identifying more complex use of syllables specific to genre e.g. stressed, unstressed and iambic pentameter in Sonnets.</p> <p>Identifying/commenting upon the effect of lines, verses stanzas, refrains and couplets.</p> <p>Creating more complex success criteria linked to genre.</p> <p>Sorting famous lines taken from Shakespeare using different criteria e.g. heard before/never heard before, blank verse/iambic pentameter/other</p> <p>Responding to more complex questions to do with poet's use of language e.g. How has the poet used figurative language? Why has the poet chosen to use onomatopoeia?</p> | | | | | | |
| Autumn 2 | | | | | | |
| 1 & 2 | The Boy at the Back of the Class | To entertain To inform | Diary entry - recount of first day from perspective of Ahmet | Challenge Words (1) | Autumn 2 | Lessons 11 & 12 |
| | | | | Challenge Words (2) | | Hyphens Dashes Colons Semi-colons Different verb forms Past and present |

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| | | | | | progressive verb forms | |
| <p>Progression of Genre:</p> <p>Some present tense when writing about current thoughts/feelings</p> <p>Higher level time fronted adverbials e.g. Shortly before mum came back,</p> <p>Parenthesis using brackets, dashes and commas to add additional information</p> <p>Chatty tone: As LKS2 Suggested text layout: Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings</p> <p>Main body Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way</p> <p>Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about.</p> | | | | | | |
| 3 | The Boy at the Back of the Class chapter 4. | To entertain. To direct. | Playscript – conversation between parents. | Challenge Words (3) | Autumn 2 Hyphens Dashes Colons Semi-colons Different verb forms Past and present progressive verb forms | Lessons 15 & 16 |
| <p>Progression of genre:</p> <ul style="list-style-type: none"> - Use bold/italic writing to show how something is spoken - Use of ellipses to show pauses in speech - Character/scene list - Stage directions – written in italics. - Sound effects/reactions of actors written in brackets within sentences. <p>Suggested Layout:</p> <p>Introduction</p> <p>Scene title and description of setting.</p> <p>Main body</p> <p>Different scenes with different characters and stage directions.</p> <p>Characters speak in detail and have stage directions to follow</p> <p>Opening, Build up, Problem, Resolution and Ending included.</p> <p>Conclusion</p> <p>Final line</p> | | | | | | |
| 4 | Assessment Week | | | Spelling Rules: Words with the short vowel sound /i/ spelled y (4) | | Lessons 17 & 18 |
| 5 & 6 | The Boy at the Back of the Class. | To inform. | Balanced Argument - whether or not to help Ahmet. | Spelling Rules: Words with the long vowel sound /i/ spelled with a y. (5) Spelling Rules: Adding the prefix '-over' to verbs. (6) | Autumn 2 Hyphens Dashes Colons Semi-colons Different verb forms Past and present progressive verb forms | Lessons 19 & 20 |

Progression of Genre:

Cause and effect connectives e.g. consequently, hence.

(Y6) Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however.

(Y6) Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented...

(Y6) Use the passive voice to present points of view e.g. it could be claimed that.... It is possible that...some could claim that....

(Y6) Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows.

(Y6) Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales...

(Y6) Semi-colons, colons and dashes can be useful for developing and linking ideas in complex discussion texts.

Possible text layout: Introduction A title which should be a question.

Sentences to introduce the issue to be discussed and why it is being discussed.

Main body A number of paragraphs, each one giving a point for or against supported and elaborated with evidence.

Conclusion Summary of key points for and against.

Personal recommendation and give a reason for it.

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| 7 | An Unexpected Guest advert. | To inform To report | Non-chronological report about Christmas in UK | Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful.' (7) | Autumn 2 Hyphens Dashes Colons Semi-colons Different verb forms Past and present progressive verb forms | Lessons 21 & 22 |
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Progression of Genre:

Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional

Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football.

Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion.

The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught....

Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams

Possible text structure: Introduction-A paragraph to explain the topic including any special features

Main body-A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions.

Conclusion-A paragraph about peoples' opinion of the subject and why.

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| | | | | Spelling Rules: Words with a 'soft c' spelled /ce/. (3) | Inverted commas Apostrophes for possession Commas for clarity Punctuation for parenthesis () - - , , Semi-colons colons hyphens | |
| <p>Progression of Genre:</p> <p>Some present tense when writing about current thoughts/feelings Higher level time fronted adverbials e.g. Shortly before mum came back, Parenthesis using brackets, dashes and commas to add additional information Chatty tone: As LKS2 Suggested text layout: Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings Main body Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about.</p> | | | | | | |
| 4 & 5 | Tuesday | To report To inform | Police Report | Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis – reverse; un – not; over – above/more; im – opposite (4) Spelling Rules: Words with the /f/ sound spelled ph. (5) | Spring 1 Perfect verb forms Modal verbs Passive verbs Inverted commas Apostrophes for possession Commas for clarity Punctuation for parenthesis () - - , , Semi-colons colons hyphens | Lessons 29 & 30 Lessons 31 & 32 |
| <p>Progression of Genre:</p> <p>Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. Use layout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught... Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations, picture, caption or diagrams</p> | | | | | | |
| 6 | Stockton Borough Council book of the Year Award | To inform | Book Review | | Spring 1 Perfect verb forms Modal verbs Passive verbs Inverted commas Apostrophes for possession | Lessons 33 & 34 (6) |

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| | | | | | Commas for clarity Punctuation for parenthesis () - - , , Semi-colons colons hyphens | |
| <p>Progression of Genre:</p> <ul style="list-style-type: none"> Expressing a distinct opinion whilst evidencing the poem Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. Create cohesion within paragraphs using adverbials e.g. therefore, however Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). | | | | | | |
| Spring 2 | | | | | | |
| 1 | The Tree of Yggdrasil | To entertain. | Write own poem about The Tree of Yggdrasil | Spelling Rules: Words with unstressed vowel sounds. (1) | Spring 2 Synonyms and Antonyms Standard vs non-standard forms English Subject verb agreement Passive and active voice | Lessons 35 & 36 |
| <p>Progression of Genre:</p> <p>Short bursts of writing to create similes e.g. using sentence starters: as deep as the.... As light as a.....As slow as a...As high as a....As flat as a....</p> <p>Personification games e.g. children make a list of objects and a list of verbs and then make the objects carry out some of the actions, thus bringing them to life.</p> <p>Metaphor games e.g. take an animal, an object or an abstract noun and then compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle.</p> <p>Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article.</p> <p>Interview the poet in role as a journalist and write a newspaper article</p> <p>Poetry innovations: select a line or phrase and imitate to generate ideas e.g. a phrase from the opening of Blake's The Tyger could be used: In the forests of the night, In the tunnels of the sky etc., etc.</p> <p>Generate lists of onomatopoeic words or phrases.</p> <p>Generate word banks of words containing stressed and unstressed syllables.</p> <p>Use of dictionaries and thesauri to generate vocabulary.</p> | | | | | | |
| 2 | Assessment Week | | | Spelling Rules: Words with endings /shuhl/ after a vowel letter. (2) | | Lessons 37 & 38 |
| 3 & 4 | The Saga of Biorn | To entertain. | Narrative | Spelling Rules: Words with endings /shuhl/ after a consonant letter. (3) Spelling Rules: Words with the common letter string 'acc' at the beginning of words. (4) | Spring 2 Synonyms and Antonyms Standard vs non-standard forms English Subject verb agreement Passive and active voice | Lessons 39 & 40 Lessons 41 & 42 |

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| <p>Progression of Genre: By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains. The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc. Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc. Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life... Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect. Colons, semi-colons and dashes can be used to separate and link ideas. Read narrative texts that use the features required for the writing. Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose. Use drama to deepen understanding of chosen text. Use 'boxing up' to understand structure of story. Independently read successful examples of narrative writing and label/magpie effective features. Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts. Make plans that include key events, being sure that all the events lead towards the ending. Plan a limited number of characters and describe a few key details that show something about their personalities. Make use of ideas from reading, e.g. using short and long sentences for different effects. Try to show rather than tell, for example, show how a character feels by what they say or do. Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. Write narratives using their plans Show how the main character has developed as a result of the narrative. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. Read their completed narratives to other children</p> | | | | | | |
| 5 & 6 | Wallace & Gromit film study. | To inform. | Design and explain how own contraption works. | Spelling Rules: Words ending in '-ably.' (5) | Spring 2 Synonyms and Antonyms Standard vs non-standard forms English Subject verb agreement Passive and active voice | Lessons 43 & 44 INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| <p>Progression of Genre: Indicate degrees of possibility using adverbs e.g. Perhaps.... surely or modal verbs e.g. might, should, will.... Use layout devices to provide additional information and guide the reader e.g. subheadings, fact boxes, bullet points etc. Create cohesion within paragraphs using adverbials e.g. therefore, however Relative clauses can be used to add further information e.g. Hedgehogs, which are mammals... Parenthesis can be used to add clarification of technical words e.g. oxygen (a gas found in air). (Y6) Adapt degrees of formality and informality to suit the form of the explanation. An informal tone can sometimes be appropriate e.g. You'll be surprised to know that...Have you ever thought about the way that...? Or a formal authoritative tone can also be adopted e.g. oxygen is constantly replaced in the bloodstream.... (Y6) The passive voice can also be used e.g. gases are carried. (Y6) Brackets, dashes and commas can be used to add extra information e.g. photosynthesis, a process whereby a plant makes its own food, can never take place without sunlight... Possible text layout: Introduction A title which should be a question and begin 'how' or 'why' A sentence to introduce the topic Main body Selects and elaborates upon appropriate information to explain why or how something happens with additional specific information. Conclusion A paragraph to relate the subject to the reader</p> | | | | | | |

| Summer Term | | | | | | |
|--|-------------------------------|---------------------------|--------------------------------|---|---|---|
| Weeks | Key Stimuli | Key Purpose | Forms | Spelling | Grammar & Punctuation | Handwriting |
| Summer 1 | | | | | | |
| 1 & 2 | Holes | To entertain To inform | Diary Entry | Spelling Rules: Words ending in '-ible' (1) Spelling Rules: Adding the suffix '-ibly' to create an adverb. (2) | Summer 1 Revise all punctuation and grammar taught. | Lessons 45 & 46 Lessons 47 & 48 |
| <p>Progression of Genre:</p> <p>Some present tense when writing about current thoughts/feelings Higher level time fronted adverbials e.g. Shortly before mum came back, Parenthesis using brackets, dashes and commas to add additional information Chatty tone: As LKS2 Suggested text layout: Introduction Why are you writing? What are you going to tell them about? Thoughts and feelings Main body Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the event throughout and talk to the diary in a personal way Conclusion What did you think about the event? A closing line of why you have to stop writing e.g. my mum is shouting me for my tea. Perhaps relate event to past events that have been written about.</p> | | | | | | |
| 3 & 4 | Yellow Spotted Lizard (Holes) | To inform To report | A non-chronological report. | Spelling Rules: Changing '-ent' to '-ence.' (3) Spelling Rules: -er, -or, -ar at the end of words. (4) | Summer 1 Revise all punctuation and grammar taught. | Lessons 49 & 50 Lessons 51 & 52 |
| <p>Progression of Genre:</p> <p>Create cohesion within paragraphs using adverbials e.g. Shortly afterwards, David Beckham began to play more seriously. Before long, he became professional Parenthesis using brackets, dashes and commas can be used to add additional information. E.g. Victoria Beckham, David's celebrity wife, also enjoys football. Uselayout devices e.g. headings, subheadings, columns, bullets, can be used to provide additional information; present information clearly; and guide the reader. Consistent use of this can also create cohesion. The passive voice can be used to avoid personalisation; to avoid naming the agent of a verb; to add variety to a sentence or to maintain an appropriate level of formality e.g. Sparrows are found in... Sharks are hunted.... Children were taught.... Range of organisational features e.g. headings, subheadings; bold/italic writing; tables, illustrations or diagrams Possible text structure: Introduction-A paragraph to explain the topic including any special features Main body-A paragraph written under each of the sub headings which should be suitable and interesting. Can also be questions. Conclusion-A paragraph about peoples' opinion of the subject and why.</p> | | | | | | |
| 5 | SATS | | | | | |
| 6 | Holes | To entertain | Narrative: alternative ending. | Spelling Rules: Adverbs synonymous with determination. (6) | Summer 1 Revise all punctuation and grammar taught. | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage |
| Progression of Genre: | | | | | | |

By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.

The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.

Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.

Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...

Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.

Colons, semi-colons and dashes can be used to separate and link ideas.

Read narrative texts that use the features required for the writing.

Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.

Use drama to deepen understanding of chosen text.

Use 'boxing up' to understand structure of story.

Independently read successful examples of narrative writing and label/magpie effective features.

Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.

Make plans that include key events, being sure that all the events lead towards the ending.

Plan a limited number of characters and describe a few key details that show something about their personalities.

Make use of ideas from reading, e.g. using short and long sentences for different effects.

Try to show rather than tell, for example, show how a character feels by what they say or do.

Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day.

Write narratives using their plans

Show how the main character has developed as a result of the narrative.

Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers.

Read their completed narratives to other children

Summer 2

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|-------|-----------|--------------|----------------------|---|---|--|
| 1 & 2 | The Piano | To entertain | Flashback narrative. | Spelling Rules: Adjectives to describe settings (1) Spelling Rules: Vocabulary to describe feelings. (2) | Summer 2 Revise all punctuation and grammar taught. | Lessons 53 & 54 Lessons 55 & 56 |
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Progression of Genre:

By writing for a specified audience and with a particular purpose in mind, the writer can choose between vocabulary typical of informal speech and vocabulary appropriate for formal speech e.g. the battalion traversed the mountain range; the soldiers walked over the mountains.

The passive voice can be used e.g. it was possible that..., the map was given to the children by..., more ingredients were added to the potion etc.

Writers may use conditional forms such as the subjunctive form to hypothesise, e.g. If the children were to get out of this situation..., if only there were a way to solve this problem..., I wished I were somewhere else...etc.

Past perfect progressive forms can be used to indicate specific points in time e.g. the children had been searching... I had been dreaming of riding a unicorn all my life...

Create cohesion across paragraphs using a wider range of cohesive devices such as organisational features, pronouns, nouns and adverbials. Or by choosing to use repetition or ellipses for effect.

Colons, semi-colons and dashes can be used to separate and link ideas.

Read narrative texts that use the features required for the writing.

Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.

Use drama to deepen understanding of chosen text.

Use 'boxing up' to understand structure of story.

Independently read successful examples of narrative writing and label/magpie effective features.

Co-construct success criteria for story writing based on original text and/or shared reading of other effective narrative texts.

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| <p>Make plans that include key events, being sure that all the events lead towards the ending. Plan a limited number of characters and describe a few key details that show something about their personalities. Make use of ideas from reading, e.g. using short and long sentences for different effects. Try to show rather than tell, for example, show how a character feels by what they say or do. Use all the senses when imagining and then describing the setting, for example, include the weather, season, time of day. Write narratives using their plans Show how the main character has developed as a result of the narrative. Edit, proofread and amend their writing based on their own thoughts and those of their peers and teachers. Read their completed narratives to other children</p> | | | | | | |
| 3 | Sports Week | | | Spelling Rules: Adjectives to describe character (3) | | |
| 4 | Sports personality Biographies | To inform | Biography on Sporting Hero | Grammar Vocabulary (4) | Summer 2 Revise all punctuation and grammar taught. | Lessons 57 & 58 |
| <p>Progression of Genre: Higher level time fronted adverbials e.g. Shortly before mum came back, Parenthesis using brackets, dashes and commas to add additional information Chatty tone: As LKS2 Suggested text layout: Introduction Thoughts and feelings Main body Different paragraphs in time order. Elaboration on events so the reader is able to visualise the experience. Include personal reflections on the events Conclusion</p> | | | | | | |
| 5 | Outdoor education/residential. | To inform | Balanced Argument | Grammar Vocabulary (5) | Summer 2 Revise all punctuation and grammar taught. | Lessons 59 & 60 |
| <p>Progression of Genre: Cause and effect connectives e.g. consequently, hence. (Y6) Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however. (Y6) Make formal and informal vocabulary choices to adapt writing to the form of discussion e.g. by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian, for 20 years, commented... (Y6) Use the passive voice to present points of view e.g. it could be claimed that.... It is possible that...some could claim that... (Y6) Adapt degrees of formality and informality to suit the form of the discussion e.g. whether writing a formal letter or a blog. This can include vocabulary choices e.g. choosing habitat rather than home or indicate rather than shows. (Y6) Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales... (Y6) Semi-colons, colons and dashes can be useful for developing and linking ideas in complex discussion texts. Possible text layout: Introduction A title which should be a question. Sentences to introduce the issue to be discussed and why it is being discussed. Main body A number of paragraphs, each one giving a point for or against supported and elaborated with evidence. Conclusion Summary of key points for and against. Personal recommendation and give a reason for it.</p> | | | | | | |
| 6 | Transition to secondary. | To instruct | Instructions. | Mathematical Vocabulary | Summer 2 | Post-module assessment |

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| | | | | | Revise all punctuation and grammar taught. | |
| <p>Progression of Genre:</p> <p>Parenthesis can be used to add additional advice e.g. (It's a good idea to leave it overnight, if you have time)...</p> <p>Relative clauses can be used to add further information e.g. add further decorations, which can be home-made or shop bought....</p> <p>Modals can be used to suggest degrees of possibility e.g. you should... you might want to...</p> <p>Avoid personalisation i.e. use of 'you' especially when making the instructions sound more formal.</p> <p>(Y6) Adapt degrees of formality and informality to suit the form of the instructions e.g. if writing for a traditional cookery book aimed at experienced cooks 'separate the egg yolks, putting the whites to one side, and add to the mixture.' Or for a website aimed at the beginner. 'Just use the egg yolks for now. Put the whites in the fridge (you can make an omelette with them another day!)</p> <p>(Y6) Create cohesion across the text using a wide of cohesive devices.</p> <p>Use a variety of layout features to guide the reader including diagrams, fact boxes etc.</p> <p>Possible text structure: Introduction This may include rhetorical questions to engage the reader e.g. have you ever wanted to know how to?</p> <p>List of ingredients or quantities under a sub heading.</p> <p>Main body Sentences to describe each step with specific information and detail beneath sub heading.</p> <p>Conclusion A concluding paragraph to say what the end product will be like and what it can be used for.</p> | | | | | | |
| 7 | What I love about school | To entertain To perform | Poetry by heart. | | Summer 2 Revise all punctuation and grammar taught. | INTERVENTION Sessions x2 – extra practice and challenge on half termly coverage (6) |
| <p>Progression of Genre:</p> <p>Short bursts of writing to create similes e.g. using sentence starters: as deep as the.... As light as a.....As slow as a...As high as a....As flat as a....</p> <p>Personification games e.g. children make a list of objects and a list of verbs and then make the objects carry out some of the actions, thus bringing them to life.</p> <p>Metaphor games e.g. take an animal, an object or an abstract noun and then compare them to a suggested list e.g. a person, a place, a feeling, a colour, a number, a fruit, a vehicle.</p> <p>Respond to the poem in another form e.g. a letter, diary entry, message or newspaper article.</p> <p>Interview the poet in role as a journalist and write a newspaper article</p> <p>Poetry innovations: select a line or phrase and imitate to generate ideas e.g. a phrase from the opening of Blake's The Tyger could be used: In the forests of the night, In the tunnels of the sky etc., etc.</p> <p>Generate lists of onomatopoeic words or phrases.</p> <p>Generate word banks of words containing stressed and unstressed syllables.</p> <p>Use of dictionaries and thesauri to generate vocabulary.</p> | | | | | | |