

Pippins Primary School Curriculum Overview

Subject: Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: Where the Wild Things Are	Book name: Look up	Book name: The magic paintbrush	Book name: The Tiny Seed	Book name: Weirdo	Book name: Oi Frog
	Theme: Outside Inside	Theme: Knowing Yourself	Theme: Talents & powers	Theme: Sowing a seed	Theme: Strength of mind	Theme: Family and friends
Reception	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge
	<p>To be able to speak in a familiar group</p> <p>To be able to talk about their ideas</p> <p>To listen attentively in a range of situations</p> <p>To say, read and begin to write the phoneme/grapheme 's'</p> <p>To say, read and begin to write the phoneme/grapheme 'a'</p> <p>To say, read and begin to write the phonemes/graphemes 't' and 'p'</p> <p>To respond to 'how' and 'why' questions about their</p>	<p>To speak in a familiar group</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To be able to listen attentively in a range of situations</p> <p>To be able to talk about their ideas</p> <p>To listen to stories, accurately anticipating key events</p> <p>To handle equipment and tools effectively, including pencils for writing</p> <p>To be able to spell some words correctly and</p>	<p>To express themselves effectively, showing awareness of listeners' needs</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To be able to read some common irregular words</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</p> <p>To be able to use past, present and future forms accurately when talking about events that have</p>	<p>To know about similarities and differences in relation to places, objects, materials and living things</p> <p>To follow instructions involving several ideas or actions</p> <p>To handle equipment and tools effectively</p> <p>To be able to identify, read and spell the digraph –ai</p> <p>To be able to write simple sentences that can be read by themselves and others</p> <p>To read and understand simple sentences</p>	<p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>To write simple phrases and sentences that can be read by others</p> <p>To anticipate – where appropriate – key events in stories</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>To write simple phrases and sentences that can be read by others.</p>	<p>To know about similarities and differences in relation living things</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant questions</p> <p>To be able to spell some words correctly and others phonetically plausibly</p> <p>To be able to use phonic knowledge to decode regular words</p>

<p>experiences and in response to stories or events</p> <p>To represent own ideas, thoughts & feelings through roleplay & stories.</p> <p>To say, read and begin to write the phoneme/ grapheme 'i'</p> <p>To develop own narratives & explanations by connecting ideas or events</p> <p>To say, read and begin to write the phonemes/ graphemes 'n' and 'm'</p> <p>To begin to orally segment and blend</p> <p>To say, read and begin to write the phoneme/ grapheme 'd'</p> <p>To begin to identify vowels</p> <p>To begin to segment and blend</p>	<p>others phonetically plausibly</p> <p>To be able to talk about the features of their own immediate environment and how environments might vary from one another</p> <p>To be able to read and understand simple sentences</p> <p>To be able to talk about how they and others show feelings</p> <p>To show sensitivity to others' needs and feelings</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>To speak in a familiar group</p> <p>To demonstrate understanding when talking with others about what they have read</p>	<p>happened or are to happen</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>To represent own ideas, thoughts and feelings through design and technology, art, music, dance, roleplay and stories. To talk about their ideas</p> <p>To demonstrate understanding when talking with others about what they have read</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To use phonic knowledge to write words in ways which match their spoken</p> <p>To develop own narratives and explanations by</p>	<p>To be able to identify, read and spell the digraph -ee</p> <p>To be able to use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>To develop own explanations by connecting ideas or events</p> <p>To be able to identify, read and spell the digraph -igh</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To be able to identify, read and spell the digraph -oa</p> <p>To be able to express themselves effectively, showing awareness of listeners' needs</p>	<p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>To write simple phrases and sentences that can be read by others</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>To spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>To use and understand recently introduced vocabulary during discussions about stories</p> <p>To demonstrate understanding of what has been read to them by retelling stories</p>	<p>and read them aloud accurately</p> <p>To begin to identify, read and write words containing split vowel digraphs</p> <p>To be able to use phonic knowledge to decode regular words and read them aloud accurately</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To develop own narratives and explanations by connecting ideas or events</p> <p>To be able to use phonic knowledge to write words in ways</p>
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	<p>Practice blending and reading the high frequency words is, it, in, at, a, an, as, did, and</p> <p>To safely use and explore a range variety of materials, and tools</p> <p>Practice blending and reading high frequency words</p> <p>To safely use and explore a range variety of materials</p>	<p>To develop own narratives and explanations by connecting ideas or events</p> <p>To use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To write simple sentences</p>	<p>connecting ideas or events</p>	<p>To be able to talk about their ideas</p> <p>To demonstrate understanding when talking with others about what they have read</p> <p>To be able to identify, read and spell the digraph –oi</p> <p>To be able to identify, read and spell the digraph –oolong and –oo – (short) To write some irregular common words</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To spell some words correctly and others phonetically plausibly</p> <p>To be able to identify, read and spell the digraph –ow –</p>	<p>To express their ideas and feelings about their experiences using full sentences, including ... making use of conjunctions, with modelling and support from their teacher.</p> <p>To make use of props and materials when role playing characters in narratives and stories</p> <p>To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>which match their spoken sounds</p> <p>To develop own narratives and explanations by connecting ideas or events National Curriculum for Yr 1</p> <p>To use regular plural noun suffixes –s or –es</p> <p>To develop own narratives and explanations by connecting ideas or events National Curriculum for Yr 1</p> <p>To use regular plural noun suffixes –s or –es</p> <p>To be able to use phonic knowledge to write words in ways which match their spoken sounds</p> <p>To write some irregular common words To write simple sentences which can be read by themselves and others</p> <p>To handle equipment and tools effectively,</p>
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						including pencils for writing
						To be able to choose the resources they need for their chosen activities
	<p>Outcomes Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character</p>	<p>Outcomes Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log</p>	<p>Outcomes Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>	<p>Outcomes Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter</p>	<p>Outcomes Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings</p>	<p>Outcomes Own version rhyming narratives Rhyming flipbooks, questions, captions and labels</p>

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: Cave Baby	Book name: I want my hat back	Book name: The Comet	Book name: Stanley's stick	Book name: Lost and found	Book name: Dadaji's Paintbrush
	Theme: Journeys & exploration	Theme: Heroes & villains	Theme: Similarities & differences	Theme: Nature & environment	Theme: Friendship & kindness	Theme: Imagination & creativity
	Skills and Knowledge: To tell stories and describe incidents from their own experience in an audible voice To segment spoken words into phonemes and represent these by graphemes, spelling many correctly To use capital letters and full stops in a sentence	Skills and Knowledge To recognise and join in with predictable phrases To write noun phrases To use simple adjectives to expand nouns (e.g. shape, colour, size) To sequence key events in a known story To understand that a sentence needs a capital letter and a full stop To use capital letters and full stops when punctuating sentences To begin to use exclamation marks To join sentences with and	Skills and Knowledge To ask a range of questions to investigate To use adjectives to describe To write command sentences to make a poster To use command sentences to give advice To use my phonics to create a movement poem To use my phonics to write in role To use the -ing suffix to create progressive verbs To use questions and statements to write a description of a happy home	Skills and Knowledge To predict the events and outcomes in a story To segment words with adjacent consonants To predict a story ending To sequence the main events in a story To retell the main events from a story To retell a known narrative To innovate on a known story To use the possessive apostrophe To create a noun phrase to describe To plan an alternative story based on a	Skills and Knowledge To make predictions about how to solve a problem in a story To create a noun phrase to describe a character To use noun phrases to describe a character To identify adverbs in a story To identify verbs in the present (imperative) tense To write a set of instructional sentences To create a nonchronological report To use but to write compound sentences To write similes to describe size and shape	Skills and Knowledge To read and write words with split vowel digraphs To predict what might happen next To make inferences on the basis of what is being said and done To use the suffix -ing To spell words containing each of the 40+ phonemes already taught To use an apostrophe for singular possession To write questions To write command sentences To use apostrophes for contraction

		<p>To create a narrative and retell a known story by joining sentences</p> <p>To sequence sentences to form a narrative</p>	<p>To use a range of adjectives to write a recipe for a home</p> <p>To retell a narrative</p>	<p>known sequence of events</p> <p>To section a story into paragraphs</p> <p>To edit for consistent tense</p> <p>To publish a story</p>	<p>To write compound sentences that explain opposites</p> <p>To sequence the key events from a story</p> <p>To write and sequence a simple story using adverbs</p> <p>To write and sequence a simple story using adverbs</p> <p>To use powerful verbs</p> <p>To publish a story as a book</p>	<p>To punctuate sentences using a capital letter and a full stop</p>
	<p>Outcomes: Narrative retellings Labels and captions, informal letters</p>	<p>Outcomes: Story sequels Questions, speech bubbles, letters, lists</p>	<p>Outcomes: Own version narrative Posters, letters of advice, poem, description, writing in role, recipes</p>	<p>Outcomes: Own version narratives Retellings, descriptions</p>	<p>Outcomes: Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports</p>	<p>Outcomes: Own version narrative Labels, captions, character comparisons, thought and speech bubbles, fact files</p>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: Goldilocks & the Three Bears	Book name: The Journey Home	Book name: The Bear Under the Stairs	Book name: The Owl and the Pussy-cat	Book name: The Dragon Machine	Book name: The Great Fire of London
	Theme: A twist in the tale	Theme: Creation and conservation	Theme: Bravery vs Fear	Theme: Change and relationships	Theme: Fictional worlds and fantasies	Theme: Urban Metropolis
	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge
	<p>To identify and sort appropriate describing words</p> <p>To use the spelling rule for adding –s or –es as the plural marker for nouns</p> <p>To use adjectives within a sentence to describe a character</p> <p>To link adjectives to an action</p> <p>To identify a statement</p> <p>To sequence events within a story</p> <p>To write up a story, using different ways to open sentences</p>	<p>To create noun phrases</p> <p>To begin to use the four grammatical forms of sentence</p> <p>To identify the difference between questions, statements, commands and exclamations</p> <p>To use statements for facts and exclamations for opinions</p> <p>To use command sentences to give advice</p> <p>To convert verbs from simple present to simple past</p> <p>To know when to use -s or -es on the end of animals names</p>	<p>To identify the difference between a statement, a command, an exclamation and a question</p> <p>To create sentences that begin with the Subordinate clause</p> <p>To identify when words can be used as repositions and conjunctions within a sentence</p> <p>To describe using creative expanded noun phrases</p> <p>To write an explanatory text</p> <p>To create questions by adding question tags to statement sentences</p>	<p>To use subordinating conjunctions to make predictions about a story theme</p> <p>To create noun phrases to write a list</p> <p>To create adjectives using the suffixes –ful and –less</p> <p>To write a letter using contractions</p> <p>To use capital letters for names and possessive pronouns in a diary entry</p> <p>To use the past progressive tense</p> <p>To use words with the prefix un- to write a set of commands</p>	<p>To engage with the themes and ideas of a story</p> <p>To use positional language (prepositions) to create descriptive sentences</p> <p>To understand, use and correctly spell words with the prefix un</p> <p>To write commands that give advice</p> <p>To write information using a range of sentence forms</p> <p>To write sentences that describe and explain</p> <p>To create expanded noun phrases</p>	<p>To research information about London landmarks</p> <p>To write in present tense to create a poster</p> <p>To use past tense to write about old London</p> <p>To use command sentences in a warning poster</p> <p>To use different sentence types to create speech bubbles</p> <p>To use simple past tense to write a diary entry.</p> <p>To use present progressive tense in a speech</p>

<p>To understand events from another point of view</p> <p>To work in role in small groups</p> <p>To compare two versions of the same story</p> <p>To identify how a character's feelings change as a story moves on</p> <p>To continue writing a simple story based on pictures</p> <p>To work collaboratively to create plans</p> <p>To use plans to create a story</p> <p>To write up, edit and publish a sequel</p>	<p>To begin to infer and write in role</p> <p>To use a variety of different sentence types to create a poster</p> <p>To use adjectives to create noun phrases about a setting</p>	<p>To use brackets, dashes and commas to parenthesise</p> <p>To use verb prefixes to create contrasting meanings</p> <p>To identify the central theme of a poem</p> <p>To identify different question types</p> <p>To use a poem structure to create figurative questions</p> <p>To create a plan for discussion text (balanced argument)</p> <p>To create an introductory paragraph</p> <p>To use whilst as a conjunction</p> <p>To develop argument, supported by evidence</p> <p>To use adverbial phrases to create cohesion when forming an argument</p>	<p>To create banks of rhyming verbs and nouns</p> <p>To use rhyming words to create an innovated version of a poem</p> <p>To edit ensuring verbs are in the same tense agreement</p>	<p>To identify and use verbs that describe movement</p> <p>To spell words with –ment and -ness</p> <p>To use adverbs to explain changes in a story</p> <p>To create a story plan</p> <p>To use a plan to write the opening section of a narrative</p> <p>To use a plan to write the middle section of a narrative</p> <p>To use a plan to write the end of a narrative</p> <p>To edit for spellings and publish work</p>	<p>To continue my speech and give advice</p> <p>To use conjunctions to give reasons</p> <p>To use adverbials to express time</p> <p>To plan a fact file</p> <p>To write a fact file in present tense</p> <p>To continue a fact file about a topic</p> <p>To continue a fact file about a topic</p> <p>To edit and publish my fact file</p>
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			To write a conclusion to sum up the main points in an argument			
	<p>Outcomes: Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions</p>	<p>Outcomes: Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories</p>	<p>Outcomes: Information texts Letters, retellings, own version narratives</p>	<p>Outcomes: Rhyming poems Letters, interviews, lists, instructions</p>	<p>Outcomes: Own version dragon stories Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters</p>	<p>Outcomes: Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: Leon and the place between	Book name: The BFG	Book name: The Pied Piper of Hamelin	Book name: Cloud Tea Monkeys	Book name: The mysteries of Harry Burdick	Book name: Jim, A cautionary tale
	Theme: Magic and Wonder	Theme: Dreams and curiosity	Theme: Disaster, hope and healing	Theme: Overcoming adversity	Theme: From mystery to discovery	Theme: Confidence and caution
	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge
<p>To use a range of sentence types to persuade</p> <p>To identify word classes</p> <p>To select words and phrases for clarity and impact</p> <p>To use adverbs and adverbial phrases to describe when, where and how</p> <p>To write multi-clause sentences with 'if'</p> <p>To create figurative expanded noun phrases</p> <p>To make plausible inferences about a character's emotions throughout a text</p>	<p>To describe a character using noun phrases</p> <p>To identify and distinguish word classes</p> <p>To create new proper nouns for a poster</p> <p>To identify and create similes to support descriptive writing</p> <p>To create a set of cohesive commands</p> <p>To identify the correct sion/cian/tion suffix to write a description</p> <p>To use synonyms to write dialogue</p> <p>To make plausible inferences about a character's emotions throughout a text</p>	<p>To explore the features of traditional tales and myths</p> <p>To make inferences about characters and settings</p> <p>To write in role using a character's perspective</p> <p>To begin to understand how to organise information into paragraphs</p> <p>To extend single clause sentences into multi-clause sentences</p> <p>To write a short nonchronological report</p> <p>To use factual information to create an advert To explore the rules for the 'shun' suffix</p>	<p>To use the forms a or an according to whether the next word begins with a consonant or a vowel</p> <p>To express place using prepositions</p> <p>To make inferences on the basis of what is being said and done</p> <p>To express time, place and cause using conjunctions [for example, when, before, after, while, so, because]</p> <p>To predict what might happen on the basis of what has been read</p> <p>To use imperative verbs</p> <p>To use the present perfect form of verbs</p>	<p>To ask questions and activate inferential discussion</p> <p>To create noun phrases using the preposition of</p> <p>To use prepositions to join noun phrases</p> <p>To create mysterious openers using noun phrases and prepositions</p> <p>To build mystery within a story</p> <p>To use the present perfect tense to create a diary entry</p> <p>To create dialogue that describes action</p> <p>To create effective titles using various grammatical tools</p>	<p>To use conditional sentences to warn</p> <p>To use a range of present tense verbs</p> <p>To identify rhyming words in couplets</p> <p>To learn and recite a poem</p> <p>To use modifying adverbs to write a sorry letter</p> <p>To plan an alternative ending to a known tale</p> <p>To write an alternative ending to a known tale</p> <p>To compare cautionary tales and identify common features</p> <p>To sequence the events in a cautionary tale</p>	

	<p>To use questions and statements to record a conversation</p> <p>To punctuate direct speech</p> <p>To plan the main events of a story</p> <p>To write the opening of a story</p> <p>To write the middle section of a story</p> <p>To write the ending of a story</p> <p>To edit writing for cohesion</p> <p>To publish writing for a given audience and purpose</p>	<p>To use a comma after a fronted adverbial to support cohesion in a narrative</p> <p>To summarise events in a letter</p> <p>To sequence narratives using adverbials</p> <p>To write the opening to a fantasy adventure story using a range of storytelling devices</p> <p>To write the climax of a fantasy adventure story using dialogue</p> <p>To use the conjunction if to write the end of a fantasy adventure story</p> <p>To edit writing for cohesion</p>	<p>To use debate to discuss issues and put forward points of view</p> <p>To write a persuasive letter in role</p> <p>To give reasons for opinions using evidence from the text</p> <p>To plan for an extended narrative</p> <p>To write the opening of a story</p> <p>To create a dilemma within a narrative</p> <p>To write a conclusion, ensuring all that all events are brought to a close</p> <p>To edit for a cohesive piece of writing</p>	<p>instead of the simple past [for example, He has gone out to play contrasted with He went out to play</p> <p>To frame questions for research</p> <p>To express place using prepositions</p> <p>To gather information from multiple sources.</p> <p>To use the 4 grammatical forms of sentence</p> <p>To use inverted commas to punctuate speech</p> <p>To distinguish between fact and opinion</p> <p>To correctly spell a word in context where that word has one or more related homophones</p> <p>To plan a non-fiction piece of writing</p> <p>To ensure factual statements are cohesively linked</p>	<p>To create captions using a range of grammatical tools</p> <p>To create a mystery story ending</p> <p>To plan a mystery story in sections</p> <p>To create an effective mystery story opening</p> <p>To create the build up and middle section of a mystery story</p> <p>To create an effective mystery story ending</p> <p>To create a caption and title for a book To edit a text for cohesion</p>	<p>To use a known story structure to plan a new cautionary tale</p> <p>To choose appropriate and relevant rhyming words</p> <p>To use relevant rhymes to create rhyming couplets</p> <p>To vary clause and phrase order for effect</p> <p>To select vocabulary for effect</p> <p>To edit the flow of my writing</p>
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				<p>To use prepositions</p> <p>To ensure factual statements are cohesively linked</p> <p>To be able to write statements</p> <p>To edit and improve writing</p>		
	<p>Outcomes: Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p>	<p>Outcomes: Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p>	<p>Outcomes: Own version myths/legends Writing in role, information reports, adverts, formal letters</p>	<p>Outcomes: Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions</p>	<p>Outcomes: Own version mystery narratives Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles</p>	<p>Outcomes: Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: Tar Beach	Book name: FARTHER	Book name: Winter's Child	Book name: The Baker by the Sea	Book name: Weslandia	Book name: The Lion the Witch and the Wardrobe
	Theme: Finding Freedom	Theme: Invention & Innovation	Theme: Darkness & Light	Theme: Taking courage	Theme: Unearthing civilisations	Theme: A window to the world
	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge	Skills and Knowledge
	To use a range of sentence types to persuade	To make predictions about the characters and setting of a text	To make predictions and inferences about the theme and events in a story	To identify command sentences in a recipe	To create a description using a range of adverbials	To explore the use of proper nouns and how they can help our understanding of the unfamiliar
	To identify word classes	To ask a range of questions about a character's behaviour To write a postcard in present perfect tense	To place the possessive apostrophe accurately within words	To use a range of conjunctions to write persuasively	To predict the key events in a story and justify observations	To use additional relative clauses that give more information
	To select words and phrases for clarity and impact	I can describe a setting using noun phrases To use multi-clause sentences	To use prepositional phrases to write a recount To use the conventions of speech to show a character's feelings	To rehearse using the present tense in role	To discuss new vocabulary used by an author and predict meaning	To spell words with the -ture suffix
To use adverbs and adverbial phrases to describe when, where and how	To use expanded noun phrases to describe	To use the conventions of speech to show a character's feelings	To use a range of sentence types to persuade	To discuss opinions about a book	To use the language of possibility: should, could would (modal verbs)	
To write multi-clause sentences with 'if'	To write a set of instructions	To identify and use a range of different types of noun phrase	To use a range of descriptive devices	To create an adjective by adding the suffix -ous	To be able to identify clues from the text which tell us a story is set in another world	
To create figurative expanded noun phrases	To write in role to explore a character's feelings	To identify topic-specific vocabulary	To express place using prepositions	To order key scenes from a known story	To compare and contrast one setting with another	
To make plausible inferences about a character's emotions throughout a text	To evaluate a text and give an opinion	To identify the main events in a story	To reflect on the story and write a blurb	To use fronted adverbials to sequence time and place	To explore how a writer has used the imagery	
To use questions and statements to record a conversation			To use the present perfect tense	To structure a narrative into paragraphs		
			To use the present perfect tense to write a response			

	<p>To punctuate direct speech</p> <p>To plan the main events of a story</p> <p>To write the opening of a story</p> <p>To write the middle section of a story</p> <p>To write the ending of a story</p> <p>To edit writing for cohesion</p> <p>To publish writing for a given audience and purpose</p>	<p>To plan a story based on a known structure</p> <p>To plan a story based on a known structure</p> <p>To organise texts into paragraphs</p> <p>To use a range of conjunctions to create a sense of cohesion</p> <p>To use a range of cohesive devices</p> <p>To write a concluding paragraph</p>	<p>To innovate on a known story sequence</p> <p>To use roleplay to develop ideas</p> <p>To write the opening of a sequel to Winter's Child</p> <p>To write the middle of a sequel to Winter's Child</p> <p>To write a conversation within my sequel to Winter's Child</p> <p>To write the end of a sequel to Winter's Child</p> <p>To edit my story</p> <p>To publish my own story book</p>	<p>To write and deliver a speech in role</p> <p>To plan a tourism brochure</p> <p>To write the opening of a brochure</p> <p>To write informative paragraphs for a tourist brochure</p> <p>To edit and improve my work</p>	<p>To use noun phrases to create an engaging introduction</p> <p>To identify and summarise information around a theme</p> <p>To organise information and create a plan for writing</p> <p>To create a descriptive brochure organised as a nonchronological report</p> <p>To identify and summarise information around a theme</p> <p>To organise information and create a plan for writing</p> <p>To create a descriptive brochure organised as a nonchronological report</p> <p>To create a rhetorical question to engage a reader</p>	<p>and the senses in their descriptions to enhance a piece of writing.</p> <p>To be able to write poetic phrases, using authorial techniques</p> <p>To be able to cohesively join sentences to build stanzas</p> <p>To write a poem</p> <p>To make plausible inferences about a character's emotions throughout a text</p> <p>To give opinions and make predictions giving reasons</p> <p>To be able to ask investigative questions</p> <p>To write a recount from the point of view of an eyewitness</p> <p>To use expanded noun phrases to express an emotional response</p> <p>To write a stanza using future tense and a rhyming pattern</p>
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	<p>Outcomes: Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)</p>	<p>Outcomes: Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions</p>	<p>Outcomes: Fantasy story sequels Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings</p>	<p>Outcomes: Tourist brochures Job applications, advertisements, setting descriptions, letters in role</p>	<p>Outcomes: Non-chronological reports Retellings, character descriptions, book reviews</p>	<p>Outcomes: Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role</p>
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: Robot Girl	Book name: The Tempest	Book name: The Lost Thing	Book name: The Lost Happy Endings	Book name: Kasper, Prince of Cats	Book name: Curiosity
	Theme: Ambition and desire	Theme: Power vs principles	Theme: Belonging and equality	Theme: Legends and folklore	Theme: Lessons from history	Theme: Mystery and truth
	Skills and Knowledge: To explore narrative genres To identify what makes a specific genre of text To write an argument, presenting own opinions with a formal tone To use the subjunctive mood as a persuasive device to create debate To use and embed quotations within a discussion text To infer as a reader To understand how to extract facts and back up with evidence To extend sentences to create multi-clause sentences	Skills and Knowledge: To create noun phrases to write a letter To explore characters' relationships and attributes To use relative clauses to describe characters To write a diary entry using the present perfect tense To use the present perfect tense to create dialogue To plan dialogue To use relative clauses and implied relative pronouns To use adverbials to describe the manner of a verb	Skills and Knowledge: To use conjunctions to give reasons To use powerful adjectives to create a theatre advertisement To write a diary entry in role To use a range of modal verbs to write an action plan To use a formal tone to write an urgent letter To use formal phrases to record an action plan To use the text to create descriptive phrases about a character To use speech punctuation to record quotations	Skills and Knowledge: To predict what might happen from details stated and implied To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader To use collective and abstract nouns to create an image To alter the mood of a piece of writing through careful vocabulary choices To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To use reported speech accurately	Skills and Knowledge: To create definitions for nouns of a historical period To understand how noun phrases are created To draw inferences such as characters' feelings, thoughts and motives from their actions To use the perfect form of verbs To make inferences such as inferring characters' feelings, and justifying inferences with evidence. To understand and apply the rule for adding -cious and -ous to a root word	Skills and Knowledge: To ask questions and speculate answers To use modal verbs to write a proposal To use clauses to clarify meaning To convert informal to formal language To explore synonyms for abstract nouns To use cohesive devices To write an explanation of Curiosity's launch To use the passive voice to write a formal log I can write a news report To use dashes to add information

	<p>To make comparisons To use relative clauses</p> <p>To infer character's thoughts and feelings</p> <p>To create reporting clauses</p> <p>To identify the effect of different clause order</p> <p>To interpret and infer what some idioms and sayings could mean</p> <p>To use modals to make inferences and predictions</p> <p>To identify antonyms and use them to describe and compare characters</p> <p>To present bias through writing</p> <p>To write an argument, using conjunctions for cause and effect</p> <p>To plan for a short science-fiction narrative</p>	<p>To draw inferences about characters and compare traits</p> <p>To identify the iambic pentameter within verse</p> <p>To identify and discuss story themes</p> <p>To use modals to explore degrees of possibility and to make predictions in iambic pentameter</p> <p>To plan a story based on the style of another author</p> <p>To create characterisation through dialogue</p> <p>To use dialogue to move action forward</p> <p>To edit for characterisation and action</p> <p>To perform own compositions</p>	<p>To write a character profile for a magazine</p> <p>To record information a fact file</p> <p>To update an action plan based on case notes</p> <p>To use parenthesis to write an urgent letter</p> <p>To write a persuasive poster</p> <p>To use formal devices to give advice</p> <p>To make predictions based on what has gone before</p> <p>To research and summarise historical facts to plan a biography To plan a biography</p> <p>To consider audience and purpose to write the introduction to a biography</p> <p>To use cohesive devices to write the main body of a biography</p>	<p>To identify use of the subjunctive</p> <p>To distinguish between statements of fact and opinion</p> <p>To identify examples of supposition, impartiality and bias</p> <p>To use reported speech accurately</p> <p>To use the subjunctive form</p> <p>To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>To participate in discussions about books building on their own and others' ideas and challenging views courteously</p> <p>To provide reasoned justifications for their views</p> <p>To discuss and evaluate how authors use language, including figurative language,</p>	<p>To use the author's tone and character's voice in creating a written piece as one of the characters</p> <p>To use the perfect form</p> <p>To use the conjunction 'when' to create multi-clause sentences</p> <p>To use superlatives and comparatives to support descriptive and persuasive writing.</p> <p>To use commas to clarify meaning or avoid ambiguity in writing</p> <p>To use a wide range of devices to build cohesion across a balanced report</p> <p>To use modal verbs or adverbs to indicate degrees of possibility</p> <p>To use passive voice to affect the presentation of the sentence</p> <p>To distinguish between statements of fact and opinion</p>	<p>To use expanded noun phrases to create labels</p> <p>To write an explanation text</p> <p>To write an introductory paragraph using powerful verbs</p> <p>To edit for cohesion</p> <p>To identify themes</p>
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	<p>To write using a plan</p> <p>To edit for cohesion</p> <p>To publish writing</p>		<p>To edit and improve my work</p>	<p>considering the impact on the reader</p> <p>To plan the structure and content of a narrative, drawing upon the ideas of authors and peers</p> <p>To use adverbials to aid text cohesion</p> <p>To use features of very formal language including the subjunctive form</p> <p>To create and sustain an extended metaphor</p> <p>To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</p>	<p>To retrieve, record and present information from nonfiction</p> <p>To use organisational and presentational devices to structure text and guide the reader</p> <p>To use modal verbs to support creating speculation</p> <p>To create an alternative ending using cohesive devices</p>	
	<p>Outcome: Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews</p>	<p>Outcome: Playscripts Setting descriptions, character descriptions, diaries, dialogue</p>	<p>Outcome: Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports</p>	<p>Outcome: Alternative perspective prequels - Newspaper reports, extended responses to a text</p>	<p>Outcome: Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports</p>	<p>Outcome: Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Book name: The Arrival	Book name: The Promise	Book name: The invention of Hugo Cabret	Book name: Boy in The Tower	Book name: Romeo and Juliet	Book name: The Unforgotten Coat
	Theme: Migration and movement	Theme: Evolution and inheritance	Theme: Enterprise and activism	Theme: Utopia vs Dystopia	Theme: Fate vs Free Will	Theme: Crossing borders
	Skills and Knowledge: To use a range of modal verbs to explore possibilities To be able to identify verbs for different thoughts and feelings To convey an emotional scene by considering the effect of alternative adjectives To describe events from an alternative point of view, using strong verbs and adjectives To work in role to examine the issues in the text To identify how to expand upon a single-clause sentence using	Skills and Knowledge To use a range of synonyms to make a promise To use different types of noun phrase to describe and add detail To use semicolons to mark the boundary between clauses To interrogate a text to identify a mood or theme To use modal verbs to indicate possibility To identify and use figurative language to describe To use similes as fronted adverbials	Skills and Knowledge To create informal questions using question tags To make inferences based on images from the text To use the passive voice to create changes in perspective To write a diary entry in role To explore and analyse a character through description To explore a characterisation through drama To develop and explore a character through dialogue and description	Skills and Knowledge To use specific adjectives To explore the meaning of root words by adding prefixes and suffixes To be able to identify a noun and the different forms they can take To infer or deduce information in order to make predictions To write in the style of a journalist To write in the style of a journalist using speculation To write a formal letter with the correct text and language features	Skills and Knowledge To use modal verbs to make predictions about a text To use the passive voice to write a police report To use expanded noun phrases to describe characters To use a range of adverbials of manner to add detail To use dialogue to convey character To use present perfect tense to write a diary entry in role To use prepositional phrases to describe a scene	Skills and Knowledge To justify predictions through a variety of multi-clause sentence structures To use dialogue to move action forward and create tension To identify antonyms for emotional adjectives To use the features of explanation texts to describe a process To use colons and semicolons in a list To create multi-clause sentences through 'abstract noun clauses' To re-evaluate predictions in light of textual evidence

adverbial phrases and precise verb choices	To innovate on a known story sequence	To write a flashback narrative	To create a fictional entry for an encyclopedia	To use the subjunctive mood to offer suggestions	To describe opinions about a text
To write in the passive voice to create a more formal tone	To plan for poetic devices	To write a persuasive speech	To write a narrative using a known plot, but from another perspective	To use the subjunctive mood to write a persuasive letter	To use the passive voice to convey information in formal writing
To describe a setting using expanded noun phrases	To begin to write a sequel in the form of a narrative poem	To discuss the key themes in a text	To write statements using a range of past tense verbs.	To use a formal tone in a debate	To use emotive adjectives and verbs to describe feelings
To be able to infer and imagine what is being said in the form of a script with two parts	To use poetic devices to write the middle of a narrative poem	To form a written response to an open-ended question	To write a story using a variety of sentence structures	To plan a balanced argument	To use the past perfect tense of verbs to describe feelings
To use tense change for a flash back	To make specific language choices to finish writing a narrative poem	To use a range of adverbials	To create convincing characters	To use the passive voice to write the introduction to a balanced argument	To plan ideas for writing an extended narrative
To write a report using an appropriate tone	To edit writing for use of punctuation	To use the subjunctive mood	To use the passive voice to create dramatic sentences	To use paragraphs to present arguments for and against	To create atmosphere using dialogue
To identify how to create a cohesive piece of writing using conjunctions and adverbial phrases	To publish our narrative poems	To identify strategies to express opinions	To plan for a longer narrative	To use the subjunctive mood to finish writing a balanced argument	To understand the rules for beginning new paragraphs
To plan to create a third person narrative	To perform our poems for an audience	To express opinions	To embed speech into a narrative		To apply the past perfect as a cohesive device
To adapt sentences for audience and purpose		To distinguish between fact and opinion	To identify how to build up atmosphere with a writing style		To maintain cohesion when changing tense in a story
To use a range of devices to create an engaging story		To plan a biography			To edit work based upon marking and feedback.
		To write statements using a range of past tense verbs			
		To write a biography			
		To edit for adverbials of time			

	Outcome: Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides	Outcome: Narrative poem sequels Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems	Outcome: Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	Outcome: Own version narratives (past and present tense) Journalistic writing, formal letters, nonchronological reports	Outcome: Playscripts Diaries, letters, character descriptions, balanced arguments	Outcome: Own version narratives. Diaries, explanations (sci experiment), dialogue, nonchronological reports