

## Pippins Primary School Curriculum Overview

### Subject: Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Book name:</b> Where the Wild Things Are	<b>Book name:</b> Look up	<b>Book name:</b> The magic paintbrush	<b>Book name:</b> The Tiny Seed	<b>Book name:</b> Weirdo	<b>Book name:</b> Oi Frog
	<b>Theme:</b> Outside Inside	<b>Theme:</b> Knowing Yourself	<b>Theme:</b> Talents & powers	<b>Theme:</b> Sowing a seed	<b>Theme:</b> Strength of mind	<b>Theme:</b> Family and friends
<b>Reception</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>
	<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 &amp; feelings through roleplay &amp; stories.</p> <p>To say, read and begin to write the phoneme/ grapheme 'i'</p> <p>To develop own narratives &amp; 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><b>Outcomes</b> Own version 'wild thing' narratives Labels, captions, oral re-telling, developing a new character</p>	<p><b>Outcomes</b> Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini-autobiography, ship's log</p>	<p><b>Outcomes</b> Own version 'overcoming' tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters</p>	<p><b>Outcomes</b> Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter</p>	<p><b>Outcomes</b> Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings</p>	<p><b>Outcomes</b> Own version rhyming narratives Rhyming flipbooks, questions, captions and labels</p>

<b>Year 1</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Book name:</b> Cave Baby	<b>Book name:</b> I want my hat back	<b>Book name:</b> The Comet	<b>Book name:</b> Stanley's stick	<b>Book name:</b> Lost and found	<b>Book name:</b> Dadaji's Paintbrush
	<b>Theme:</b> Journeys & exploration	<b>Theme:</b> Heroes & villains	<b>Theme:</b> Similarities & differences	<b>Theme:</b> Nature & environment	<b>Theme:</b> Friendship & kindness	<b>Theme:</b> Imagination & creativity
	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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><b>Outcomes:</b> Narrative retellings Labels and captions, informal letters</p>	<p><b>Outcomes:</b> Story sequels Questions, speech bubbles, letters, lists</p>	<p><b>Outcomes:</b> Own version narrative Posters, letters of advice, poem, description, writing in role, recipes</p>	<p><b>Outcomes:</b> Own version narratives Retellings, descriptions</p>	<p><b>Outcomes:</b> Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports</p>	<p><b>Outcomes:</b> Own version narrative Labels, captions, character comparisons, thought and speech bubbles, fact files</p>

<b>Year 2</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Book name:</b> Goldilocks & the Three Bears	<b>Book name:</b> The Journey Home	<b>Book name:</b> The Bear Under the Stairs	<b>Book name:</b> The Owl and the Pussy-cat	<b>Book name:</b> The Dragon Machine	<b>Book name:</b> The Great Fire of London
	<b>Theme:</b> A twist in the tale	<b>Theme:</b> Creation and conservation	<b>Theme:</b> Bravery vs Fear	<b>Theme:</b> Change and relationships	<b>Theme:</b> Fictional worlds and fantasies	<b>Theme:</b> Urban Metropolis
	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>
	<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><b>Outcomes:</b> Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions</p>	<p><b>Outcomes:</b> Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories</p>	<p><b>Outcomes:</b> Information texts Letters, retellings, own version narratives</p>	<p><b>Outcomes:</b> Rhyming poems Letters, interviews, lists, instructions</p>	<p><b>Outcomes:</b> Own version dragon stories Dragon guides &amp; encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters</p>	<p><b>Outcomes:</b> Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p>

<b>Year 3</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Book name:</b> Leon and the place between	<b>Book name:</b> The BFG	<b>Book name:</b> The Pied Piper of Hamelin	<b>Book name:</b> Cloud Tea Monkeys	<b>Book name:</b> The mysteries of Harry Burdick	<b>Book name:</b> Jim, A cautionary tale
	<b>Theme:</b> Magic and Wonder	<b>Theme:</b> Dreams and curiosity	<b>Theme:</b> Disaster, hope and healing	<b>Theme:</b> Overcoming adversity	<b>Theme:</b> From mystery to discovery	<b>Theme:</b> Confidence and caution
	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>
<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><b>Outcomes:</b> Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue</p>	<p><b>Outcomes:</b> Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions</p>	<p><b>Outcomes:</b> Own version myths/legends Writing in role, information reports, adverts, formal letters</p>	<p><b>Outcomes:</b> Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions</p>	<p><b>Outcomes:</b> Own version mystery narratives Diary entries, dialogue, setting descriptions (atmospheric descriptions), captions and titles</p>	<p><b>Outcomes:</b> Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology</p>

<b>Year 4</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Book name:</b> Tar Beach	<b>Book name:</b> FARTHER	<b>Book name:</b> Winter's Child	<b>Book name:</b> The Baker by the Sea	<b>Book name:</b> Weslandia	<b>Book name:</b> The Lion the Witch and the Wardrobe
	<b>Theme:</b> Finding Freedom	<b>Theme:</b> Invention & Innovation	<b>Theme:</b> Darkness & Light	<b>Theme:</b> Taking courage	<b>Theme:</b> Unearthing civilisations	<b>Theme:</b> A window to the world
	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>	<b>Skills and Knowledge</b>
	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 prepositional phrases to write a recount	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 multi-clause sentences	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 use expanded noun phrases to describe	To use the conventions of speech to show a character's feelings	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 a set of instructions	To identify and use a range of different types of noun phrase	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 write in role to explore a character's feelings	To identify topic-specific vocabulary	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 evaluate a text and give an opinion	To identify the main events in a story	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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	<b>Outcomes:</b> Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)	<b>Outcomes:</b> Sequel stories Retellings, recounts (postcards), setting descriptions, diary entries, instructions	<b>Outcomes:</b> Fantasy story sequels Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings	<b>Outcomes:</b> Tourist brochures Job applications, advertisements, setting descriptions, letters in role	<b>Outcomes:</b> Non-chronological reports Retellings, character descriptions, book reviews	<b>Outcomes:</b> Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role
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<b>Year 5</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Book name:</b> Robot Girl	<b>Book name:</b> The Tempest	<b>Book name:</b> The Lost Thing	<b>Book name:</b> The Lost Happy Endings	<b>Book name:</b> Kasper, Prince of Cats	<b>Book name:</b> Curiosity
	<b>Theme:</b> Ambition and desire	<b>Theme:</b> Power vs principles	<b>Theme:</b> Belonging and equality	<b>Theme:</b> Legends and folklore	<b>Theme:</b> Lessons from history	<b>Theme:</b> Mystery and truth
	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge:</b>  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><b>Outcome:</b> Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews</p>	<p><b>Outcome:</b> Playscripts Setting descriptions, character descriptions, diaries, dialogue</p>	<p><b>Outcome:</b> Own version narratives Diaries, formal letters, adverts, character and setting descriptions, reports</p>	<p><b>Outcome:</b> Alternative perspective prequels - Newspaper reports, extended responses to a text</p>	<p><b>Outcome:</b> Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports</p>	<p><b>Outcome:</b> Expanded explanations NASA Proposals, information labels, short explanations, NASA logs, news reports</p>

<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Book name:</b> The Arrival	<b>Book name:</b> The Promise	<b>Book name:</b> The invention of Hugo Cabret	<b>Book name:</b> Boy in The Tower	<b>Book name:</b> Romeo and Juliet	<b>Book name:</b> The Unforgotten Coat
	<b>Theme:</b> Migration and movement	<b>Theme:</b> Evolution and inheritance	<b>Theme:</b> Enterprise and activism	<b>Theme:</b> Utopia vs Dystopia	<b>Theme:</b> Fate vs Free Will	<b>Theme:</b> Crossing borders
	<b>Skills and Knowledge:</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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	<b>Skills and Knowledge</b>  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

<p>adverbial phrases and precise verb choices</p> <p>To write in the passive voice to create a more formal tone</p> <p>To describe a setting using expanded noun phrases</p> <p>To be able to infer and imagine what is being said in the form of a script with two parts</p> <p>To use tense change for a flash back</p> <p>To write a report using an appropriate tone</p> <p>To identify how to create a cohesive piece of writing using conjunctions and adverbial phrases</p> <p>To plan to create a third person narrative</p> <p>To adapt sentences for audience and purpose</p> <p>To use a range of devices to create an engaging story</p>	<p>To innovate on a known story sequence</p> <p>To plan for poetic devices</p> <p>To begin to write a sequel in the form of a nar-rative poem</p> <p>To use poetic devices to write the middle of a narrative poem</p> <p>To make specific language choices to finish writing a narrative poem</p> <p>To edit writing for use of punctuation</p> <p>To publish our narrative poems</p> <p>To perform our poems for an audience</p>	<p>To write a flashback narrative</p> <p>To write a persuasive speech</p> <p>To discuss the key themes in a text</p> <p>To form a written response to an open-ended question</p> <p>To use a range of adverbials</p> <p>To use the subjunctive mood</p> <p>To identify strategies to express opinions</p> <p>To express opinions</p> <p>To distinguish between fact and opinion</p> <p>To plan a biography</p> <p>To write statements using a range of past tense verbs</p> <p>To write a biography</p> <p>To edit for adverbials of time</p>	<p>To create a fictional entry for an encyclopedia</p> <p>To write a narrative using a known plot, but from another perspective</p> <p>To write statements using a range of past tense verbs.</p> <p>To write a story using a variety of sentence structures</p> <p>To create convincing characters</p> <p>To use the passive voice to create dramatic sentences</p> <p>To plan for a longer narrative</p> <p>To embed speech into a narrative</p> <p>To identify how to build up atmosphere with a writing style</p>	<p>To use the subjunctive mood to offer suggestions</p> <p>To use the subjunctive mood to write a persuasive letter</p> <p>To use a formal tone in a debate</p> <p>To plan a balanced argument</p> <p>To use the passive voice to write the introduction to a balanced argument</p> <p>To use paragraphs to present arguments for and against</p> <p>To use the subjunctive mood to finish writing a balanced argument</p>	<p>To describe opinions about a text</p> <p>To use the passive voice to convey information in formal writing</p> <p>To use emotive adjectives and verbs to describe feelings</p> <p>To use the past perfect tense of verbs to describe feelings</p> <p>To plan ideas for writing an extended narrative</p> <p>To create atmosphere using dialogue</p> <p>To understand the rules for beginning new paragraphs</p> <p>To apply the past perfect as a cohesive device</p> <p>To maintain cohesion when changing tense in a story</p> <p>To edit work based upon marking and feedback.</p>
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	<b>Outcome:</b> Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides	<b>Outcome:</b> Narrative poem sequels Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems	<b>Outcome:</b> Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	<b>Outcome:</b> Own version narratives (past and present tense) Journalistic writing, formal letters, nonchronological reports	<b>Outcome:</b> Playscripts Diaries, letters, character descriptions, balanced arguments	<b>Outcome:</b> Own version narratives. Diaries, explanations (sci experiment), dialogue, nonchronological reports