



All Saints Academy Trust Writing Progression & Spines

The Writing Progression and Spines should be viewed alongside the Reading Spine for each year group – much of our writing curriculum is book-based with quality children's literature at its heart.

*denotes accompanying CLPE *Power of Reading* teaching sequence to support high-quality planning for writing with literature at its heart – either one of our whole-class texts or a key text from our non-fiction curriculum collections. Writing outcomes linked to the wider curriculum are indicated.

Handwriting and spelling objectives are not included with statements linked to suggested outcomes for extended writing as these will be a focus across all writing and editing.

Early Years Foundation Stage:

EYFS	Autumn 1 <i>Each Peach Pear Plum</i> by Allan & Janet Ahlberg <i>Rosie's Walk</i> by Pat Hutchins	Autumn 2 <i>Fairy & Traditional Tale Collection</i>	Spring 1	Spring 2 <i>We're Going on a Bear Hunt</i> by Michael Rosen*	Summer 1 <i>Jasper's Beanstalk</i> by Nick Butterworth	Summer 2 <i>Zim Zam Zoom</i> by James Carter
Literary Form	Picturebooks	Fairy & Traditional Tales	Real Events	Picturebook	Picturebook	Poetry collection
Link to Wider Curriculum	Superhumans	The Wonderful World of Books	What a Load of Rubbish!	Let's Go!	How Does Your Garden Grow?	What Would Happen If?
Story Focus Linked to Wider Curriculum	I Am Absolutely Too Small for School Silly Billy Flabby Cat and Slobby Dog Little Red Hen Owl Babies – nocturnal animals Supertato	Goldilocks If I.. Books	Three Little Pigs - Materials Alba the Hundred-Year-Old Fish Michael Recycle Charlie and Lola – Recycle	Walking Through the Jungle	Jack and the Beanstalk Fran's flower – a book about patience when growing Ten seeds – links to one less and counting backwards Charlie and Lola - S2E10. I Really Wonder What Plant I'm Growing - https://www.dailymotion.com/video/x5jaglj	The Gingerbread Man You Choose Hansel and Gretel Zim Zam Zoom
Other Writing Opportunities	Marathon Harvest Festival Diwali	Remembrance Bonfire Night Anti-Bullying D.T. Week St Andrew's Day Christmas Pantomime Nativity	Chinese New Year E-Safety Day	Shrove Tuesday Ash Wednesday World Book Day Sport Relief Red Nose Day Mother's Day Easter	Farm Trip Hyde Hall Trip	Sports Day First official day of Summer - Changes
Phonics & Early Reading: Experience, Knowledge, Skills & Strategies	ELG: Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play 			ELG: Word Reading <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 		
EYFS Communication & Language	ELG: Listening, Attention and Understanding <ul style="list-style-type: none"> 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 Make comments about what they have heard and ask questions to clarify their understanding 			ELG: Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 		

	<ul style="list-style-type: none">Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.			<ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
Writing skills	ELG: Writing <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formedSpell words by identifying sounds in them and representing the sounds with a letter or lettersWrite simple phrases and sentences that can be read by others.			Development Matters <ul style="list-style-type: none">Form lower-case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with letter/s.Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.Re-read what they have written to check that it makes sense.		
Physical Development	ELG: Fine Motor Skills <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all casesUse a range of small tools, including scissors, paint brushes and cutleryBegin to show accuracy and care when drawing.					
Suggested Extended Writing Outcomes (Big Writes)	Label the objects and things seen by Rosie on her walk <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</i> <i>Write recognisable letters, most of which are correctly formed</i> Recount of own journey <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</i> <i>Write recognisable letters, most of which are correctly formed</i> List the animals seen in the story <i>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</i> <i>Write recognisable letters, most of which are correctly formed</i> Writing CVC words about your own superhero <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i>	Simple sentence writing about traditional tales. <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> List of rhyming words from rhyming poems. <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> Labels and captions linked to other writing opportunities. <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> Letter writing to Father Christmas. <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i>	Recount of Christmas News <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> Posters about e-safety day <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> Instructions for recycling in the classroom <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> Writing a Chinese Menu <i>Write recognisable letters, most of which are correctly formed</i> <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> Narrative writing about the three little pigs.	Information texts - writing a sentence about the different places you can go (Facts about France) <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple phrases that can be read by others.</i> Write own version of a well-known story that you have been discussing <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple phrases that can be read by others.</i> List for shopping for a pizza linked to Italy <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple phrases that can be read by others.</i> Postcard writing from India. <i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple phrases that can be read by others.</i>	Write own version of a well-known story that you have been discussing <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i> Fact sheet about different minibeasts. <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i> Narrative innovating on the structure of a traditional tale using the same characters. <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i> Instructions for how to look after a flower to make It grow. <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i>	Narrative- Write the story of the gingerbread man <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i> Poetry – Write a short poem with descriptive phrases. <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i> Letter writing to new teacher in Year 1 <i>Write simple phrases and sentences that can be read by others.</i> <i>Re-read what they have written to check that it makes sense.</i>

			<i>Spell words by identifying sounds in them and representing the sounds with a letter or letters</i> <i>Write simple phrases that can be read by others.</i>			
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Year 1:

YEAR 1	Autumn 1 <i>Dear Zoo*</i> by Rod Campbell <i>Hairy Maclary from Donaldson's Dairy</i> by Lynley Dodd	Autumn 2 <i>Funnybones</i> by Allan Ahlberg	Spring 1 <i>The Gruffalo*</i> by Julia Donaldson	Spring 2 <i>Lost and Found</i> by Oliver Jeffers	Summer 1 <i>Where the Wild Things Are*</i> by Maurice Sendak	Summer 2 <i>The Song of the Dodo</i> by Hilda Offen
Literary Form	Picturebooks	Picturebook	Picturebook	Picturebook	Picturebook	Poetry collection
Link to Wider Curriculum	Science: Animal Kingdom	History: Time Traveller	Science: Materials Matter	Geography: Lost in the Library	Geography/Science: Whatever the Weather	Science: Adventures of a Scientist
Key Texts from Wider Curriculum Collection	Texts from non-fiction collection about animals			<i>Mirror</i> by Jeannie Baker	Texts from wider curriculum collection about the weather	
National Curriculum Teacher Assessment Framework	Working towards the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none">Say out loud what they are going to write about.Write a single sentence demarcated with capital letters and full stops.Segment many spoken words into phonemes and represent these by graphemes.Spell some common exception words.Begin to form lower-case letters in the correct direction, starting and finishing in the write place.Recognise where spaces between words have been missed.		Working at the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none">Read own writing aloud clearly for others to hear and discuss.Orally rehearse sentences and sequence them to form short narratives.Join words and clauses with the conjunction 'and'.Use past, present and future accurately in speech and begin to incorporate these in their writing.Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark.Spell some Year 1 common exception words and the days of the week.Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way.Form many letters and digits correctly, with some difference between upper and lower-case letters.		Working at greater depth within the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none">Begin to write effectively and coherently for different purposes.Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because).Use capital letters and full stops mostly correctly.Spell most Year 1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words.Form most letters correctly.	
National Curriculum Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none">Plural nouns' suffixes; suffixes and prefixes of verbs and adjectives with no change to root word.Combining words to make sentences; joining words and joining clauses using 'and'.Sequencing sentences to form short narratives.Separable words; capital letters, full stops, question marks and demarcating sentences.Capital letters for names and the personal pronoun 'I'.Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.					
Suggested Extended Writing Outcomes (Big Writes)	Labels for packages from the zoo: <i>Forming lower-case letters in the correct direction.</i>	First-person recount – time they went to the park:	Free-verse poetry about woodland setting: <i>Join words and clauses with the conjunction 'and'.</i>	Narrative – backstory of the penguin: <i>Orally rehearse sentences and sequence them to form</i>	Weather report (wider curriculum link): <i>Begin to write effectively and coherently for different</i>	Poetry using a wide range of language, forms and subject matter, inspired by <i>The Song of</i>

	<p>Descriptive sentences about the animals (link to wider curriculum): <i>Write single sentences demarcated with capital letters and full stops.</i> <i>Recognise where spaces between words have been missed.</i></p> <p>Narrative innovating on the structure of <i>Dear Zoo</i>: <i>Orally rehearse sentences and sequence them to form short narratives.</i></p> <p>Narrative innovating on the structure of <i>Hairy Maclary</i>, using the same characters or creating their own: <i>Orally rehearse sentences and sequence them to form short narratives.</i></p>	<p><i>Read own writing aloud clearly for others to hear and discuss.</i> <i>Use past accurately in speech and begin to incorporate in writing.</i> Diary for one of the skeletons about what tricks they played each day: <i>Use past accurately in speech and begin to incorporate in writing.</i> <i>Spell the days of the week.</i> Another narrative for the <i>Funnybones</i> collection: <i>Orally rehearse sentences and sequence them to form short narratives.</i></p>	<p><i>Use present accurately in speech and begin to incorporate in writing.</i> Letter to Gruffalo to ask questions: <i>Demarcate sentences using a capital letter and a full stop or question mark.</i> Rhyming couplets about Gruffalo: <i>Join words and clauses with the conjunction 'and'.</i> <i>Use present accurately in speech and begin to incorporate in writing.</i> <i>Segment spoken words into phonemes and represent these by graphemes – rhyming graphemes.</i> Narrative innovating on the structure of <i>The Gruffalo</i> with alternative monster creature and woodland animals: <i>Orally rehearse sentences and sequence them to form short narratives.</i> <i>Join words and clauses with the conjunction 'and'.</i> <i>Demarcate sentences using a capital letter and full stop or question mark.</i> Recipe for Gruffalo Crumble: <i>Use present accurately in speech and begin to incorporate in writing – imperative.</i> <i>Demarcate sentences using a capital letter and full stop or exclamation mark.</i></p>	<p><i>short narratives.</i> Non-chronological report about penguins or the South Pole: <i>Join words and clauses with the conjunction 'and' (and 'but' and 'because'.</i> <i>Use past, present and future tense accurately in speech and begin to use in writing.</i> Recount innovating on <i>Mirror</i> by Jeannie Baker (wider curriculum link): <i>Use present tense accurately in speech and begin to use in writing.</i> <i>Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because).</i></p>	<p><i>purposes.</i> <i>Use future accurately in speech and begin to incorporate in writing.</i> <i>Use capital letters and full stops mostly correctly.</i> Explanation text about how forests change with the seasons (wider curriculum link): <i>Use present accurately in speech and begin to incorporate in writing.</i> <i>Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because) – and for time.</i> Narrative innovating on the structure of <i>Where the Wild Things Are</i>, creating their own 'wild thing': <i>Orally rehearse sentences and sequence them to form short narratives.</i> <i>Demarcate many sentences using a capital letter and full stop, question mark or exclamation mark.</i> <i>Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because).</i></p>	<p><i>the Dodo:</i> <i>Read own writing aloud clearly for others to hear and discuss.</i> <i>Begin to write effectively and coherently for different purposes.</i></p>
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Year 2:

YEAR 2	Autumn 1 <i>Dear Greenpeace</i> by Simon James <i>Frog and Toad are Friends</i> by Arnold Lobel	Autumn 2 <i>Amelia Earhart: Little People, Big Dreams</i> by	Spring 1 <i>The Lighthouse Keeper's Lunch</i> by David & Rhonda Armitage <i>Chocolate Cake</i> by Michael Rosen	Spring 2 <i>The Day the Crayons Quit</i> by Oliver Jeffers	Summer 1 <i>Dogger</i> by Shirley Hughes	Summer 2 <i>George's Marvellous Medicine</i> by Roald Dahl
Literary Form	Picturebooks	Biography	Picturebook Poetry	Picturebooks	Picturebook	Illustrated novel Picturebook
Link to Wider Curriculum	Science: Survival	History: Time Traveller	Science: Marvellous Materials	Geography: Penguin/Panda Postcards	Science/Geography: Where We Live and Why	Science: Brilliant Buggies
Key Texts from Wider Curriculum Collection	<i>Dr. Xargle's Book of Earthlets</i> By Jeanne Willis			<i>Meerkat Mail</i> by Emily Gravett	<i>The Lost Words: A Spell Book</i> by Robert Macfarlane & Jackie Morris	<i>Going Places</i> by Peter & Paul Reynolds
National Curriculum Teacher Assessment Framework	Working towards the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> Write sentences that are sequenced to form a short narrative (real or fictional). Demarcate some sentences with capital letters and full stops. Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. Spell some common exception words. Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing. Use spacing between words. 		Working at the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. Use present and past tense mostly correctly and consistently. Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spelling many common exception words. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. 		Working at greater depth within the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-reading corrections to their own writing. Use the punctuation taught at Key Stage 1 mostly correctly. Spell most common exception words. Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly). Use the diagonal and horizontal strokes needed to join some letters. 	

National Curriculum Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> Formation of nouns using suffixes and by compounding; formation of adjectives using suffixes; use of suffixes for comparative and superlative adjectives and to turn adjectives into adverbs. Subordination and co-ordination; expanded noun phrases for description and specification; how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of past and present tense throughout writing; using progressive form of verbs in present and past tense to mark actions in progress. Using capital letters, full stops, question marks and exclamation marks to demarcate sentences; using commas to separate items in a list; apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. Terminology: noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past and present tense, apostrophe, comma. 					
Suggested Extended Writing Outcomes (Big Writes)	<p>Instructions about how to bring up a pet human (wider curriculum link): <i>Use present tense mostly consistently and correctly. Use co-ordination (e.g. or/and/but).</i></p> <p>Letter to Greenpeace or letter from Frog to Toad: <i>Use question marks correctly where required – letters to include questions. Use apostrophes to mark where letters are missing in spelling. Use superlative adjectives.</i></p> <p>Narrative innovating on the story that Toad tells Frog: <i>Write simple, coherent narratives about personal experiences and those of others. Use question marks accurately where required. Use past tense mostly correctly and consistently. Use of co-ordination (e.g. or/and/but).</i></p>	<p>Non-chronological report about Amelia Earhart (wider curriculum link): <i>Use present and past tense mostly correctly and consistently. Use co-ordination (e.g. or/and/but) and subordination (when/if/that/because).</i></p> <p>First person recount re-telling the flight across the Atlantic: <i>Write about real events, recording these simply and clearly. Use past tense mostly correctly and consistently. Use co-ordination (e.g. or/and/but) and subordination (when/if/that/because).</i></p> <p>Newspaper headlines about the flight across the Atlantic: <i>Use superlative adjectives. Use question marks and exclamation marks to demarcate sentences – headlines to include an exclamation mark. Use apostrophes to mark singular possession in nouns.</i></p>	<p>Mrs. Grinling's Cookery Book – sandwiches to keep seagulls away: <i>Use expanded noun phrases for description. Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses. Use commas to separate items in lists.</i></p> <p>Narrative innovating on <i>The Lighthouse Keeper's Lunch</i> – another for the collection: <i>Write simple, coherent narratives about personal experiences and those of others. Use question marks correctly where required – Mr./Mrs. Grinling to ask question within narrative. Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses. Use expanded noun phrases for description. Use commas to separate items in lists. Use apostrophes to mark singular possession in nouns.</i></p> <p>Poetry: <i>Use of expanded noun phrases.</i></p>	<p>Postcard from either Sunny in <i>Meerkat Mail</i> or class animal from a different location (wider curriculum link): <i>Write about real events, recording these simply and clearly. Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses. Use present and past tense mostly correctly and consistently. Use statements, questions, exclamations and commands. Use question marks and exclamation marks correctly where required. Use expanded noun phrases.</i></p> <p>Letter in role as one of the crayons; <i>Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses. Use present and past tense mostly correctly and consistently. Use statements, questions, exclamations and commands. Use question marks and exclamation marks correctly where required.</i></p>	<p>Narrative telling story of Dogger's adventure between being lost and found/telling story of adventure that one of their own toys goes on: <i>Write simple, coherent narratives about personal experiences and those of others. Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses. Use past tense mostly correctly and consistently – past progressive to mark what Dogger was doing at the time of becoming lost. Use question marks and exclamation marks correctly where required – Dogger to ask questions within the narrative. Use expanded noun phrases.</i></p> <p>Poetry innovating on the acrostic 'spells' in <i>The Lost Words</i> (wider curriculum link): <i>Use past and present tense mostly correctly and consistently. Use of expanded noun phrases for description.</i></p>	<p>Explanation about the process of building and racing a buggy (wider curriculum link): <i>Write about real events, recording these simply and clearly. Use present tense mostly correctly and consistently. Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses. Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar of writing.</i></p> <p>'Perilous Potion' recipes and advertisement to persuade people to buy their potion: <i>Use present tense mostly correctly and consistently. Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar of writing – use of adjectives, adverbs, alliteration and onomatopoeia.</i></p> <p>Narrative innovating on <i>George's Marvellous Medicine</i> about 'sticky situation' that their potion creates: <i>Write simple, coherent narratives about personal experiences and those of others.</i></p>

						<p><i>Use co-ordination (e.g. or/ and/but) and subordination (e.g. when/if/that/because) to join clauses.</i></p> <p><i>Use past tense mostly correctly and consistently.</i></p> <p><i>Use expanded noun phrases for description.</i></p> <p><i>Use commas to separate items in lists.</i></p> <p><i>Use apostrophes to mark singular possession in nouns – George's, Grandma's ...</i></p> <p><i>Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar of writing.</i></p>
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Year 3:

YEAR 3	Autumn 1 <i>Fantastic Mr. Fox</i> by Roald Dahl	Autumn 2 <i>Marcy and the Riddle of the Sphinx</i> by Joe Todd-Stanton	Spring 1 <i>Iron Man*</i> by Ted Hughes	Spring 2 <i>The Battle of Bubble and Squeak</i> by Phillipa Pearce	Summer 1 <i>The Pebble in my Pocket*</i> by Meredith Hooper & Chris Coady	Summer 2 <i>Cat Tales</i> by Linda Newberry <i>Paint Me a Poem</i> by Grace Nichols
Literary Form	Illustrated novel	Mythical picturebook	Contemporary novel	Science fiction novel Picturebook	Picturebook	Fantasy novel Poetry collection
Link to Wider Curriculum	Science: See How They Run	History: Amazing Egyptians	Geography: Where in the World	Science: Lights, Camera, Action!	Science: Adventures of a Geologist	Science: Terrific Tests
Key Texts from Wider Curriculum Collection		<i>Egypt Magnified</i> by David Long and Harry Bloom		<i>Until I Met Dudley</i> by Chris Riddell	<i>The Pebble in my Pocket</i> by Meredith Hooper & Chris Coady	
National Curriculum Teacher Assessment Framework	Working towards the expected standard: The pupil can, after discussion with the teacher: <ul style="list-style-type: none"> • Write simple, coherent narratives. • Write in a range of non-narrative forms. • Use the range of punctuation taught up to and including Year 2 mostly correctly. • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses. • Spell many common exception words. • Use phonic knowledge and other knowledge of spelling to spell many words relating to the Key Stage.1 programme of study correctly. • Form capital letters and lower case letters correctly. 		Working at the expected standard: The pupil can: <ul style="list-style-type: none"> • Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter, report writing). • Create settings, characters and plot in narrative. • Use speech punctuation correctly when following modelled writing. • Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail. • Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten). • Use the range of punctuation taught up to and including Year 3 mostly correctly (e.g. apostrophes for possession, commas in lists). • Spell correctly words from learning in previous year groups, and some words from the Year 3/ Year 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology to spell words as accurately as possible. • Spell most common exception words. 		Working at greater depth within the expected standard: The pupil can: <ul style="list-style-type: none"> • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. • Use detail and vocabulary to interest and engage the reader. • Use paragraphs. • Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary). 	

			<ul style="list-style-type: none">• Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant).• Join letters with diagonal and horizontal strokes where appropriate.			
National Curriculum Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none">• Formation of nouns using a range of prefixes; using the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel; creating word families based on common words to show how words are related in form and meaning.• Expressing time, place and cause using conjunctions, adverbs or prepositions.• Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation; use of the present perfect form of verbs instead of the simple past.• Introduction to inverted commas to punctuate direct speech.• Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas (or speech marks).					
Suggested Extended Writing Outcomes (Big Writes)	<p>Menu for café/restaurant opening on the farm (wider curriculum link): <i>Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.</i> <i>Use commas in lists.</i> Fantastic Mr. Fox farm and woodland setting map and description: <i>Create settings, plot and character in narrative.</i> <i>Use prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i> <i>Introduction of headings and sub-headings to aid presentation.</i> Continuation of Fantastic Mr. Fox narrative: <i>Create settings, plot and character in narrative.</i> <i>Use speech punctuation correctly when modelled in writing – innovating using anthropomorphism.</i> <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i></p>	<p>Guide to vault collection of Ancient Egyptian artefacts in <i>Marcy and the Riddle of the Sphinx</i> (wider curriculum link): <i>Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.</i> <i>Use commas in lists.</i> <i>Introduction of headings and sub-headings to aid presentation.</i> Newspaper article about the rescue of Arthur from the clutches of the sphinx: <i>Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.</i> <i>Use speech punctuation correctly when modelled in writing – direct quotes from witnesses.</i> <i>Use past tense mostly correctly.</i> <i>Use apostrophes for possession.</i> <i>Introduction of paragraphs as a way to group related material.</i> Anthology of Egyptian mythology: <i>Create settings, character and plot in narrative.</i></p>	<p>Guidebook and virtual tour of local area (wider curriculum link): <i>Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.</i> <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i> <i>Use past and present tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten) – link to changes in local area.</i> <i>Introduction to paragraphs as a way to group related material; headings and sub-headings to aid presentation.</i> Narrative innovating on <i>The Iron Man</i> about the Iron Man navigating around local area: <i>Create settings, character and plot in narratives.</i> <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i></p>	<p>Continuation of <i>The Battle of Bubble and Squeak</i> as a filmscript: <i>Create settings, plot and character in narrative.</i> <i>Use speech punctuation correctly when modelled in writing – and perform and film as wider curriculum link.</i> Continuation of <i>The Battle of Bubble and Squeak</i> as a narrative: <i>Create settings, plot and character in narrative.</i> <i>Use speech punctuation correctly when modelled in writing.</i> <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i> <i>Introduction of paragraphs as a way to group related material.</i> Explanation text in role as techno-wizard dog, Dudley, innovating on <i>Until I Met Dudley</i>: <i>Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form.</i></p>	<p>Narrative non-fiction retelling the journey of the pebble: <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i> <i>Write effectively and coherently for different purposes, drawing on their reading to inform the grammar and vocabulary of their writing.</i> <i>Use detail and vocabulary to interest and engage the reader – precision of noun, verb and adjective selection to create a clear picture of each moment.</i> Explanation posters about sedimentary rock formation: <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i> <i>Write effectively and coherently for different purposes, drawing on their reading to inform the grammar and vocabulary of their writing.</i></p>	<p>Narrative innovating on <i>Cat Tales: Ice Cat</i>, creating their own creature made of ice and snow that comes alive at night: <i>Create settings, plot and character in narrative.</i> <i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</i> <i>Use past and present tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten).</i> <i>Use commas in a list.</i> <i>Use apostrophes for possession.</i> <i>Write effectively and coherently for different purposes, drawing on their reading to inform the grammar and vocabulary of their writing.</i> <i>Use detail and vocabulary to interest and engage the reader.</i> <i>Use paragraphs.</i> Poetry inspired by <i>Paint Me a Poem</i>.</p>

		<p><i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail. Use past tense mostly correctly. Introduction of paragraphs as a way to group related material.</i></p>	<p><i>Use past and present tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten). Introduction of paragraphs as a way to group related material.</i></p> <p>Diary entry in first person as Hogarth the night he saw Iron Man or in first person as themselves imagining they've seen Iron Man in local area:</p> <p><i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail. Use past tense mostly correctly. Introduction of paragraphs as a way to group related material.</i></p>	<p><i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail. Introduction of headings and sub-headings to aid presentation.</i></p>	<p><i>Use detail and vocabulary to interest and engage the reader – experimenting with movement of prepositional phrases to different parts of the sentence to support the reader's understanding of time and place at each stage.</i></p> <p>Guidance and persuasive reasoning to convince somebody to 'do their bit' towards combating climate change:</p> <p><i>Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next to, underneath, with) for cohesion and to add detail. Write effectively and coherently for different purposes, drawing on their reading to inform the grammar and vocabulary of their writing. Use detail and vocabulary to interest and engage the reader – declarative statements, emotive vocabulary, facts and figures, conditional or causal conjunctions, alliteration, other poetic devices to make the phrases memorable. Use paragraphs.</i></p>	
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Year 4:

YEAR 4	Autumn 1 <i>The Last Polar Bear</i> by Henry Horse <i>Shackleton's Journey</i> by William Grill	Autumn 2 <i>Jinks & O'Hare Funfair Repair</i> by Philip Reeve & Sarah McIntyre	Spring 1 <i>Escape from Pompeii</i> by Christina Balit <i>Hot Like Fire*</i> by Valerie Bloom	Spring 2 <i>Stig of the Dump</i> by Clive King OR <i>Stone Age Boy</i> by Satoshi Kitamura	Summer 1 <i>Harry Potter and the Philosopher's Stone</i> by J.K. Rowling	Summer 2 <i>Greek Myths</i> by Marcia Williams
Literary Form	Illustrated novel Non-fiction	Illustrated novel	Historical fiction picturebook Poetry collection	Adventure novel Historical fiction picturebook	Fantasy novel	Cartoon-strip retellings of Greek myths
Link to Wider Curriculum	Science: The Living Planet	Science: All the Fun of the Fair	Geography: Journey to Pompeii	History: 10,000 Years!	Science: There's No Turning Back!	History: What Did They Do for Us?
Key Texts from Non-Fiction Collection			<i>Escape from Pompeii</i> By Christina Balit	Texts from wider curriculum collection about the Stone Age		<i>Mythologica</i> by Victoria Topping
National Curriculum Teacher Assessment Framework	Working towards the expected standard: The pupil can: <ul style="list-style-type: none">• Write for a range of purposes.• Begin to use paragraphs.• Create settings and characters in narrative.• In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings).• Use the range of punctuation taught up to and including Year 2 correctly and some of the punctuation taught in Year 3 and Year 4.• Spell correctly many words from previous year groups and some words from the Year 3/Year 4 spelling list.• Write legibly.		Working at the expected standard: The pupil can: <ul style="list-style-type: none">• Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings).• Create settings, characters and plot in narratives.• Use speech punctuation correctly most of the time.• Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence).• Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause).• Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been).• Use the range of punctuation taught up to and including Year 4 mostly correctly (e.g. commas after adverbials; use of apostrophe).		Working at greater depth within the expected standard: The pupil can: <ul style="list-style-type: none">• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.• Develop character through description, actions and dialogue.• Begin to make choices about using sentences of different lengths and types.• Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary).	

			<ul style="list-style-type: none"> • Spell correctly words from learning in previous year groups, and most words from the Year 3/ Year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings. • Write legibly and with increasing fluency, paying attention to size and spacing. • Maintain the use of joined handwriting throughout independent writing. 			
National Curriculum Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Grammatical difference between plural and possessive ‘-s’; Standard English forms for verb inflections. • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases; fronted adverbials. • Use of paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials. • Terminology: determiner, pronoun, possessive pronoun, adverbial. 					
Suggested Extended Writing Outcomes (Big Writes)	<p>Recount in form of entry for ship’s logbook, either <i>The Endurance</i> from <i>Shackleton’s Journey</i> or <i>Unsinkable</i> from <i>The Last Polar Bears</i>. <i>Write for a range of purposes with an increasing awareness of language and form.</i> <i>Use past tenses correctly.</i> <i>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</i> Newspaper report about rescue and homecoming of <i>The Endurance</i> crew: <i>Write for a range of purposes with an increasing awareness of language and form.</i> <i>Use past tenses correctly.</i> <i>Use paragraphs to organise ideas around a theme; appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</i> <i>Use of inverted commas and other punctuation to indicate direct speech – eyewitness accounts from crew members.</i></p>	<p>Setting description of own funfair innovating on <i>Jinks & O’Hare Funfair Repair</i>: <i>Create settings in narratives. Use a range of conjunctions, adverbs and prepositions for cohesion, detail and clarity.</i> <i>Use present tense correctly, and include a wider range of verb forms (e.g. present progressive).</i> <i>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</i> Persuasive advertisement or flier to persuade people to visit their own funfair: <i>Write for a range of purposes with an increasing awareness of language and form.</i> <i>Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose.</i> <i>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</i> Narrative set in their own funfair, innovating</p>	<p>Explanation text about how a volcano erupts (wider curriculum link): <i>Write for a range of purposes with an increasing awareness of language and form.</i> <i>Use a range of conjunctions, adverbs and prepositions for cohesion, detail and clarity – to express time and cause.</i> <i>Use past and present tenses correctly, and include a wider range of verb forms.</i> Pre- and post-eruption setting descriptions of Pompeii: <i>Use a range of conjunctions, adverbs and prepositions for cohesion, detail and clarity.</i> <i>Use past tense correctly, and include a wider range of verb forms.</i> <i>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</i> <i>Use fronted adverbials and commas after fronted adverbials.</i> Recount in form of diary entry of Tranio or Livia witnessing eruption of Mount Vesuvius:</p>	<p>Instructions to teach someone to carry out one of the tasks that had to be carried out during the Stone Age: <i>Write for a range of purposes with an increasing awareness of language and form.</i> <i>Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose – use of imperative.</i> <i>Use a range of conjunctions, adverbs and prepositions for detail, cohesion and clarity.</i> Dialogue between the boy and girl in <i>Stone Age Boy</i>, imagining the conversation they might have if they could speak the same language: <i>Use of inverted commas and other punctuation to indicate direct speech.</i> Narrative innovating on <i>Stone Age Boy</i>, falling down into a different period of time: <i>Use a range of conjunctions, adverbs, prepositions and pronouns for detail, cohesion and clarity.</i></p>	<p>‘Howler’ letter sent from Mrs. Weasley to Ron: <i>Write for a range of purposes with an increasing awareness of appropriate language and form.</i> <i>Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose.</i> <i>Use past and present tenses correctly, and include a wider range of verb forms.</i> Instructions for creating and carrying out scientific experiments with ‘potions’ (wider curriculum link): <i>Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose – use of adverbs of time, chronology, imperative, sub-headings.</i> <i>Use a range of conjunctions, adverbs and prepositions for detail, cohesion and clarity.</i> A ‘warning tale’ or a ‘conquering the monster’ first-person narrative set at Hogwarts – if the children could borrow the invisibility cloak ...:</p>	<p>Comic-strip retelling of a Greek myth in the style of Marcia Williams: <i>Develop character through description, action and dialogue.</i> <i>Write effectively and coherently for different purposes, drawing on their reading to inform their writing.</i> <i>Begin to make choices about using sentences of different lengths and types.</i> <i>Improve the effect of their writing by making changes when editing.</i> Innovation on a Greek myth featuring a Greek hero or heroine: <i>Write effectively and coherently for different purposes, drawing on their reading to inform their writing.</i> <i>Develop character through description, actions and dialogue.</i> <i>Begin to make choices about using sentences of different lengths and types.</i> Guide to Ancient Greece or Ancient Rome written in role as a time travel agent (wider curriculum link):</p>

	<p>Non-chronological report about polar bears (wider curriculum link): <i>Write for a range of purposes with an increasing awareness of language and form.</i> <i>Use past and present tenses correctly and include a wider range of verb forms.</i> <i>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</i> <i>Use paragraphs to organise ideas around a theme.</i></p>	<p>on <i>Jinks & O'Hare Funfair Repair</i>: <i>Create settings, characters and plot in narratives.</i> <i>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity.</i> <i>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases.</i> <i>Use inverted commas and other punctuation to indicate direct speech – using dialogue to develop action and characterisation.</i></p>	<p><i>Use past tenses correctly, and include a wider range of verb forms (e.g. past progressive).</i> <i>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity – to express time and cause.</i> <i>Use fronted adverbials and commas after fronted adverbials.</i></p>	<p><i>Use past tenses correctly, and include a wider range of verb forms.</i> <i>Use a range of punctuation, mostly correctly, including commas after adverbials and apostrophes.</i></p>	<p><i>Develop character through descriptions, action and dialogue.</i> <i>Use of inverted commas and other punctuation to indicate direct speech.</i> <i>Begin to make choices about using sentences of different lengths and types.</i></p>	<p><i>Use the range of punctuation taught up to and including Year 4 mostly correctly (e.g. commas after adverbials; use of apostrophe).</i> <i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</i> <i>Begin to make choices about sentences of different lengths and types.</i></p>
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Year 5:

YEAR 5	Autumn 1 <i>The Midnight Fox*</i> by Betsy Byars	Autumn 2 <i>Beowulf</i> by Michael Morpurgo	Spring 1 <i>Imagine a Day</i> and <i>Imagine a Night</i> by Sarah L. Thomson & Rob Gonsalves	Spring 2 <i>Rooftoppers</i> by Katherine Rundell *	Summer 1 <i>Water</i> by Catherine Barr & Christiane Engel	Summer 2 <i>Farther</i> by Grahame Baker-Smith
Literary Form	Adventure novel	Legend	Illustrated Poetry	Contemporary novel	Non-fiction	Picturebook
Suggested Films and Animations:			Pandora: https://www.literacyshe d.com/the-sci---fi-shed.html	Cambridge Parkour Rooftop Run: https://www.youtube.co m/watch?v=KSwt6QR UjA	'Water Footprint' Film Clips: https://www.catherinebarrbooks.me/news/2022/3/23/why-freshwater	
Link to Wider Curriculum	Science: The Circle of Life	History: Anglo Saxons	Science: To Infinity and Beyond	Science: Why Did That Happen?	Geography: Rivers	Science: Let's Experiment!
Key Texts from Non-Fiction Collection	<i>Fox: A Circle of Life Story</i> by Isabel Thomas	<i>Newspapers from History: The Anglo-Saxon Times</i> by Andrew Langley	<i>Professor Astro Cat's Frontiers of Space</i> by Ben Newman & Dominic Walliman			
National Curriculum Teacher Assessment Framework	Working towards the expected standard: <ul style="list-style-type: none"> Write for a range of purposes. Use paragraphs to organise ideas. In narratives, describe settings and characters. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Use the range of punctuation taught up to and including Year 2 correctly and some of the punctuation taught in Year 3 and Year 4. Spell correctly common exception words and many words from the Year 3/Year 4 spelling lists, and use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible. Write legibly. 		Working at the expected standard: <ul style="list-style-type: none"> Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing). In narratives, describe settings, characters and atmosphere. Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description. Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses). Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing. Use verb tenses consistently and correctly throughout most of their writing. 		Working at greater depth within the expected standard: <ul style="list-style-type: none"> Begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types). Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect. Sustain and develop ideas within paragraphs. Begin to independently use punctuation and sentence constructions so show the difference between formal and informal writing (e.g. contractions in speech). 	

			<ul style="list-style-type: none">• Use the range of punctuation taught up to and including Year 5 mostly correctly (e.g. commas separating clauses, punctuation for parenthesis).• Spell correctly words from learning in previous year groups, and some words from the Year 5/ Year 6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary.• Write legibly, fluently and with increasing speed.			
National Curriculum Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none">• Converting nouns or adjectives into verbs using suffixes; verb prefixes.• Relative clauses; indicating degrees of possibility using adverbs or modal verbs.• Devices to build cohesion within a paragraph using adverbials of time, place and number or tense choices.• Brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.• Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.					
Suggested Extended Writing Outcomes (Big Writes)	<p>A letter in role as Tom to either his parents or Petie after first sighting of the black fox: <i>Select vocabulary and grammatical structures that are appropriate for the audience and purpose.</i> <i>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time and place).</i> <i>Use verb tenses consistently and correctly throughout most of their writing.</i> Explanation text about the ‘circle of life’ of the black fox, inspired by <i>Fox: A Circle of Life</i> (wider curriculum link): <i>Select language that shows good awareness of the reader – clarity of explanations.</i> <i>Select vocabulary and grammatical structures that are appropriate for the audience and purpose.</i></p>	<p>Newspaper report about chosen aspect of Anglo-Saxon Britain, in the style of <i>The Anglo-Saxon Times</i> (wider curriculum link): <i>Select language that shows good awareness of the reader – appropriate level of formality.</i> <i>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time and place, pronouns, synonyms).</i> <i>Use verb tenses consistently and correctly throughout most of their writing.</i> Diary entry in role as Beowulf after being charged with the safety of the kingdom: <i>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time and place, pronouns, synonyms).</i> <i>Use verb tenses consistently and</i></p>	<p>Non-chronological double-page spread or report about space with Professor Astro (class animal) as a guide (wider curriculum link): <i>Select language that shows good awareness of the reader – clarity of information.</i> <i>Select vocabulary and grammatical structures that are appropriate for the audience and purpose – use of relative clauses and technical vocabulary.</i> <i>Use commas to indicate parenthesis – additional information.</i> Narrative set on planet ‘Pandora’: <i>In narratives, describe settings, characters and atmosphere.</i> <i>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and descriptions.</i></p>	<p>Diary entries in role as both Sophie and Charles knowing that Sophie could be taken away: <i>Select language that shows good awareness of the reader – appropriate level of formality, inhabiting different voices.</i> <i>Use verb forms consistently and correctly throughout most of their writing.</i> <i>Use relative clauses – indicate degrees of possibility using adverbs or modal verbs.</i> Continuation of the narrative describing how the search for Sophie’s mother ends: <i>In narratives, describe settings, characters and atmosphere.</i> <i>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description.</i></p>	<p>Letter persuading people to take action to shrink their ‘water footprint’: <i>Select vocabulary and grammatical structures that are appropriate for the audience and form – use of alliteration, rhetorical questions, repeated words.</i> <i>Choose precise, effective vocabulary according to the purpose and audience – use of emotive language.</i> Narrative telling the story of a droplet of water across the earth, inspired by <i>The Rhythm of the Rain</i> (wider curriculum link): <i>Begin to select the appropriate form and draw on what they have read as models for their own writing (use of figurative language).</i> <i>Use a range of devices to build cohesion within and across paragraphs (adverbials of place).</i> <i>Use brackets, dashes or commas to indicate</i></p>	<p>Instructional writing about how their own flying machine works (wider curriculum link): <i>Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations).</i> <i>Select vocabulary and grammatical structures that are appropriate for the audience and purpose.</i> Letter in role as the boy written to his father after he goes to war: <i>Select vocabulary and grammatical structures that are appropriate for the audience and form – difference from letters written last half term.</i> <i>Begin to independently use punctuation and sentence constructions to show the difference between formal and informal writing.</i></p>

	<p><i>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time and place).</i></p> <p><i>Monologue of thoughts of one of the characters as they lie in bed:</i></p> <p><i>In narratives, describe settings, characters and atmosphere.</i></p> <p><i>Use relative clauses – indicate degrees of possibility using adverbs or modal verbs.</i></p> <p><i>Convert nouns or adjectives into verbs using suffixes e.g. captive → captivate intense → intensify pressure → pressurise</i></p>	<p><i>correctly throughout most of their writing.</i></p> <p><i>Use relative clauses – indicate degrees of possibility using adverbs or modal verbs.</i></p> <p><i>Narrative featuring their own antagonist, whom Beowulf has to defeat:</i></p> <p><i>In narratives, describe settings, character and atmosphere.</i></p> <p><i>Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description.</i></p> <p><i>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials of time and place, pronouns, synonyms).</i></p>	<p><i>Use commas to indicate parenthesis – additional information.</i></p> <p><i>Imagine a Day or Imagine a Night poetry:</i></p> <p><i>Select vocabulary and grammatical structures that are appropriate for the audience and purpose – use of imagery and metaphor.</i></p> <p><i>Use verb tenses consistently and correctly throughout most of their writing.</i></p>	<p><i>Use brackets, dashes or commas to indicate parenthesis.</i></p> <p><i>Newspaper report about Sophie’s disappearance and then contrasting opinions in a second report documenting her journey to find her mother:</i></p> <p><i>Select language that shows good awareness of the reader – appropriate level of formality.</i></p> <p><i>Select sentence types that are appropriate for the purpose and audience and use commas to clarify meaning and avoid ambiguity.</i></p> <p><i>Use verb tenses consistently and correctly – use of passive voice.</i></p> <p><i>Use brackets, dashes or commas to indicate parenthesis.</i></p>	<p><i>parenthesis.</i></p> <p><i>Formal explanation text about the water cycle:</i></p> <p><i>Choose precise and effective vocabulary, according to the purpose and audience, and adapt this when editing to improve effect – contrast in purpose to narrative about water cycle.</i></p> <p><i>Use a range of devices to build cohesion within and across paragraphs (adverbials of place).</i></p> <p><i>Use brackets, dashes or commas to indicate parenthesis.</i></p>	
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Year 6:

YEAR 6	Autumn 1 <i>Trash</i> by Andy Mulligan OR <i>Jungledrop</i> by Abi Elphinstone	Autumn 2 <i>Clockwork*</i> by Philip Pullman	Spring 1 <i>Goodnight Mister Tom*</i> by Michelle Magorian	Spring 2 <i>Boy in the Tower</i> by Polly Ho-Yen	Summer 1 <i>New and Collected Poems for Children</i> by Carol Ann Duffy <i>Holes</i> by Louis Sachar	Summer 2 <i>Skellig*</i> by David Almond
Literary Form	Contemporary novel Fantasy novel	Mystery novel	Historical fiction novel	Science fiction novel	Poetry collection	Contemporary novel
Suggested Digital Media						
Link to Wider Curriculum	Geography: Amazing Americas	Science: Electricity	History: Battle of Britain	Science: Evolution & Inheritance	Science: What a Mix Up!	Science: Body and Mind
Key Texts from Non-Fiction Collection	<i>The Incredible Ecosystems of Planet Earth</i> by Rachel Ignotofsky		Texts from wider curriculum collection about World War II	<i>Planet SOS</i> by Marie G. Rohde <i>The Big Book of Birds</i> by Yuval Zommer		
National Curriculum Teacher Assessment Framework	Working towards the expected standard: <ul style="list-style-type: none"> Write for a range of purposes. Use paragraphs to organise ideas. In narratives, describe settings and characters. In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly. Spell correctly most words from the Year 3/ Year 4 spelling list and some words from the Year 5/Year 6 spelling list. Write legibly. 		Working at the expected standard: <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tenses consistently and correctly throughout their writing. 		Working at greater depth within the expected standard: <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language, characterisation, structure). Distinguish between the language of speech and writing and choose the appropriate register. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity. 	

			<ul style="list-style-type: none">• Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).• Spell correctly most words from the Year 5/ Year 6 spelling list, and use a dictionary to check the spelling of uncommon ore more ambitious vocabulary.• Maintain legibility in joined handwriting when writing at speed.			
National Curriculum Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none">• Recognise vocabulary and structures that are appropriate for formal speech and writing.• Use passive verbs to affect the presentation of information in a sentence.• Use semi-colons, colons and dashes to mark boundaries between independent clauses.• Use colons to introduce a list and semi-colons within a list.• Use bullet points to list information.• Use hyphens to avoid ambiguity.• Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					
Suggested Extended Writing Outcomes (Big Writes)	Non-chronological report or ‘biome jar’ double-page spread in the style of The Incredible Ecosystems of Planet Earth (wider curriculum link): <i>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</i> <i>Use a range of devices to build cohesion within and across paragraphs.</i> <i>Use colons to introduce a list and semi-colons within a list.</i>	Write letters from Karl in Clockwork, describing what has happened and reactions to tomorrow’s unveiling: <i>Select grammatical and vocabulary structures that reflect what the writing requires.</i> <i>Use a range of devices to build cohesion within and across paragraphs.</i> <i>Use verb tenses consistently and correctly throughout writing.</i> Comic strips developed into graphic novels to tell the tale of Prince Florian: <i>In narratives, describe settings, characters and atmosphere.</i> <i>Integrate dialogue in narratives to convey character and advance the action.</i> <i>Use the range of punctuation taught at Key Stage 2 mostly</i>	Contribution of article to Little Weirwold Gazette (wider curriculum link): <i>Select grammatical and vocabulary structures that reflect what the writing requires.</i> <i>Use a range of devices to build cohesion within and across paragraphs.</i> <i>Use verb tenses consistently and correctly throughout writing.</i> <i>Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicated direct and reported speech.</i> Diary entry to capture initial experiences as either an evacuee or host (wider curriculum link): <i>Use a range of devices to build cohesion within and across paragraphs.</i> <i>Use verb tenses</i>	Science-fiction narrative inspired by Boy in the Tower: <i>In narratives, describe settings, characters and atmosphere.</i> <i>Integrate dialogue in narratives to convey character and advance the action.</i> <i>Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</i> Persuasive ‘Planet SOS’ writing from perspective of a blucher in Boy in the Tower: <i>Use passive verbs to affect the presentation of information in a sentence.</i> <i>Use semi-colons, colons and dashes to mark boundaries between independent clauses.</i> <i>Write effectively for a</i>	Poetry using a wide range of language, forms and subject matter, inspired by New and Collected Poems: <i>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.</i> News bulletin about the arrest and incarceration of Stanley: <i>Distinguish between the language of speech and writing and choose the appropriate register.</i> <i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i> <i>Use the range of punctuation taught at Key Stage 2 correctly</i>	Giving a sophisticated impression of a character in a narrative without telling the reader: <i>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing e.g. literary language, characterisation, structure).</i> <i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i> Informal letter in role as Stanley to his mother: <i>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read</i>

		<p><i>correctly (e.g. inverted commas and other punctuation to indicate direct speech).</i></p> <p>Narrative telling Gretel's tale:</p> <p><i>In narratives, describe settings, characters and atmosphere.</i></p> <p><i>Integrate dialogue in narratives to convey character and advance the action. Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</i></p>	<p><i>consistently and accurately throughout writing.</i></p> <p><i>Use passive verbs to affect the presentation of information within a sentence.</i></p>	<p><i>range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing à interaction with reader.</i></p>	<p><i>(e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</i></p>	<p><i>as models for their own writing e.g. literary language, characterisation, structure).</i></p> <p><i>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i></p> <p>Biographical writing about a famous athlete (wider curriculum link):</p> <p><i>Using a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</i></p> <p><i>Use passive verbs to affect the presentation of information in a sentence.</i></p> <p><i>Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</i></p>
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