WHITMORE
PRIMARY SCHOOL AND NURSERY

Writing Overview 2026 – 27

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	N	*Make marks on their pictures* *Turn pages in a book*	*Write a pretend shopping list* *Enjoy sharing a book with an adult*	*Clap syllables* *Recognise words with the same initial sound* *Say what they have written*	*Write some or all of their name* *Write some letters* *Talk about stories* *New vocabulary*	*Write their name* *Point out familiar letters when reading*	*Understands the five concepts of print – has meaning, a purpose, read form left to right, page sequencing, parts of the book*
	R	*Mark making* *Enjoy stories* *Write own name*	*Lists* *Captions* *Read using blending* *Funky writing* *Writing recognisable letters*	*Use story vocabulary in play* *Spelling some tricky words* *Read a book using phonic skills* *Use segmenting to spell new words*	*Predict key events in stories* *Form upper- and lower-case letters correctly* *Write sentences that can be read by others* *Read a book using phonic skills*	*Consolidation* *Links to KS1*	*Consolidation* *Links to KS1*
Notes for teachers		This overview sits alongside the phonics teaching that takes place throughout EYFS					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught in Year 1	**Supertato** *Sentence Writing* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and clauses using 'and'* *Separate words with spaces* *Introduction to capital letters and full stops to demarcate sentences* *Capital letters for names* *Read, explore, and identify speech punctuation in books and modelled use of writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Traction Man** *Solving a problem story* *Create excitement* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Separate words with spaces Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Read, explore and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Sequence sentences to form short narratives* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Beegu** *Diary entry* *Writing to inform* *Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters and full stops to demarcate sentences* *Capital letters for names and for the personal pronoun I* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Little Red** *Simple traditional/fairy tale* *Writing to build an atmosphere* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Capital letters for names* *Read, explore and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Sequence sentences to form short narratives* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Trip Recount** *Writing to explain* *Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, to demarcate sentences* *Capital letters for names and for the personal pronoun I* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**The Girl and the Dinosaur** *Voyage and return story* *Writing to create a mental picture* *How the prefix un– changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]* *Use of adjectives to create a simple noun phrase* *Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Capital letters for names* *Read, explore and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Introduction to simple contracted forms using 'not'* *Sequence sentences to form short narratives* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*
	Naughty Bus *Solving a problem story* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Capital letters for names* *Read, explore, and identify speech punctuation in books and modelled writing* *Use of some speech in writing but might not use inverted commas* *Sequence events to form short narratives* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Traction Man** *Instruction writing* *Writing to show how to do something* *Use simple adverbs to sequence writing* *How words can combine to make sentences* *Separate words with spaces* *Introduction to capital letters and full stops to demarcate sentences* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Beegu** *Non-chronological report* *Writing to explain* *Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Capital letters for names* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**Little Red** *Non-chronological report – guidebook* *Writing to inform* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using and to join single-clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Capital letters for names* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**The See-Saw** *Longer solving a problem story* *Writing to provoke a feeling or emotion* *Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)* *Use of adjectives to create a simple noun phrase* *Use simple adverbs to sequence writing* *How words can combine to make sentences* *Using 'and' to join single-clause sentences* *Join words and joining clauses using and* *Separate words with spaces Introduction to capital letters, full stops, question marks to demarcate sentences* *Capital letters for names and for the personal pronoun I* *Write about real events* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences.* *Re-reading to check that their writing makes sense* *Read aloud what they have written*	**The Girl and the Dinosaur** *Non-chronological report* *Writing to explain* *Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Use of adjectives to create a simple noun phrase* *How words can combine to make sentences* *Using 'and' to join single clause sentences* *Join words and joining clauses using 'and'* *Separate words with spaces* *Introduction to capital letters, full stops and exclamation marks to demarcate sentences* *Capital letters for names* *Say out loud what they are going to write about* *Write down ideas* *Orally rehearse sentences.* *Re-reading to check that their writing makes sense* *Read aloud what they have written*

Term	Autumn 1	Autumn 2	Spring 1
Writing skills taught in Year 2	**The Bear Under the Stairs** *Recount* *Writing to provoke a feeling or emotion* *The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Use of capital letters, full stops* *Write narratives about personal experiences and those of others (real and fictional)* *Write poetry* *Write for different purposes* *Read aloud what they have written with appropriate intonation to make the meaning clear*	**There's a Rang-Tang in my Bedroom** *Persuasive letter* *Writing to persuade* *Use adverbs and simple adverbials to express time, place and manner* *Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Subordination (using when, if, that, because) and coordination (using or, and, but)* *Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences* *Commas to separate items in a list* *Introduction to inverted commas to punctuate direct Speech* *Contracted forms, e.g. [Let's get you an ice pack… They wouldn't have…if they hadn't... They've taken the sheep!* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence*	**A Walk in London** *Diary* *Writing to retell events* *Use adverbs and simple adverbials to express time, place and manner* *Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]* *Subordination (using when, if, that, because) and coordination (using or, and, but)* *Use of capital letters, full stops* *Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]* *Contracted forms, e.g. [Let's get you an ice pack… They wouldn't have…if they hadn't... They've taken the sheep!* *Correct choice and consistent use of present and past tenses including progressive forms throughout writing* *Write simple, coherent narratives about personal experiences and those of others(real or fictional)* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence*
	Billy and the Beast *Narrative* *Writing to build tension* *Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs* *Formation of adjectives using suffixes such as –ful, –less* *Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English* *Use adverbs and simple adverbials to express time, place and manner* *Subordination (using when, if, that, because) and coordination (using or, and, but)* *Use of capital letters, full stops, question marks and exclamation marks* *Introduction to inverted commas to punctuate direct speech* *Correct choice and consistent use of present and past tenses including progressive forms throughout writing* *Write simple, coherent narratives about personal experiences and those of others(real or fictional)* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence*	**Tadpole's Promise** *Narrative* *Writing to give a message or moral* *The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Use of capital letters, full stops* *Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]* *Correct choice and consistent use of present and past tenses including progressive forms throughout writing* *Write simple, coherent narratives about personal experiences and those of others(real or fictional)* *Write for different purposes* *Evaluate their writing with the teacher and other pupils* *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form* *Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly* *Read aloud what they have written with appropriate intonation to make the meaning clear* **Shape Poetry** *Writing to communicate a meaning and mental picture* *Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]* *Use of capital letters, full stops* *Write narratives about personal experiences and those of others (real and fictional)* *Write poetry* *Write for different purposes* *Evaluate their writing with the teacher and other pupils* *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form* *Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly*	**The Great Fire of London** *Recount* *Writing to retell events* *Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs* *Formation of adjectives using suffixes such as –ful, –less* *Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Use of capital letters, full stops* *Commas to separate items in a list* *Introduction to inverted commas to punctuate direct speech* *Write narratives about personal experiences and those of others (real and fictional)* *Write for different purposes* *Evaluate their writing with the teacher and other pupils* *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form* *Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly* *Read aloud what they have written with appropriate intonation to make the meaning clear*

Term	Spring 2	Summer 1	Summer2
Writing skills taught in Year 2	**The Day the Crayons Quit** *Letter writing* *Writing to give a message and explore an issue* *Use adverbs and simple adverbials to express time, place and manner* *Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Use of capital letters, full stops* *Write narratives about personal experiences and those of others (real and fictional)* *Write for different purposes* *Evaluate their writing with the teacher and other pupils* *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form* *Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly* *Read aloud what they have written with appropriate intonation to make the meaning clear*	**The Day the Crayons Came Home** *Narrative* *Writing to explain and explore an issue* *The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]* *Subordination (using when, if, that, because) and coordination (using or, and, but)* *Use of capital letters, full stops, question marks and exclamation marks* *Introduction to inverted commas to punctuate direct speech* *Correct choice and consistent use of present and past tenses including progressive forms throughout writing* *Write simple, coherent narratives about personal experiences and those of others (real or fictional)* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence* *Read aloud what they have written with appropriate intonation to make the meaning clear*	**Rosie Revere, Engineer** *Non-chronological report* *Writing to describe the way things are* *Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Subordination (using when, if, that, because) and coordination (using or, and, but)* *Use of capital letters, full stops* *Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]* *Introduction to inverted commas to punctuate direct speech* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence*
	Jim and the Beanstalk *Simple traditional/fairy tale* *Writing to build and atmosphere and entertain* *The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun* *Expanded noun phrases for description and specification [e.g., the blue butterfly, plain flour, the man in the moon* *Subordination (using when, if, that, because) and coordination (using or, and, but)* *Use of capital letters, full stops, question marks and exclamation marks* *Introduction to inverted commas to punctuate direct speech* *Correct choice and consistent use of present and past tenses including progressive forms throughout writing* *Write simple, coherent narratives about personal experiences and those of others (real or fictional)* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence*	**Flotsam** *Instructions* *Writing to instruct on how something should be done* *Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English* *Use adverbs and simple adverbials to express time, place and manner* *Use of capital letters, full stops* *Commas to separate items in a list* *Contracted forms, e.g. [Let's get you an ice pack… They wouldn't have…if they hadn't... They've taken the sheep!* *Write narratives about personal experiences and those of others (real and fictional)* *Write for different purposes* *Evaluate their writing with the teacher and other pupils* *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form* *Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]* **Acrostic Poetry** *Writing to capture the essence of something* *Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon* *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command* *Creating multi-clause sentences using subordination and co-ordination* *Use of capital letters, full stops* *Plan what they are going to write about* *Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence* *Read aloud what they have written with appropriate intonation to make the meaning clear*	**Ada Twist, Scientist** *Narrative* *Writing to show how to* *Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs* *Use adverbs and simple adverbials to express time, place and manner* *Use of capital letters, full stops* *Correct choice and consistent use of present and past tenses including progressive forms throughout writing* *Write simple, coherent narratives about personal experiences and those of others (real or fictional)* *Write narratives about personal experiences and those of others (real and fictional)* *Write for different purposes* *Evaluate their writing with the teacher and other pupils* *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form* *Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught in Year 3	**The Boy Who Grew Dragons** *Non-chronological report* *Writing to inform* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*	**Charlie and the Chocolate Factory** *Narrative – stories with a familiar setting* *Writing to describe action* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Use adverbial phrases to identify place, time, manner and frequency* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally (including dialogue)* *In narratives, creating settings, characters and plot* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–]*	**The Thames and Tide Club: The Secret City** *Letter of advice* *Writing to encourage* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**The Pied Piper of Hamelin** *Narrative* *Writing to give a message or moral* *Create a range of multi-clause sentences using a wide range of conjunctions* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–*	**Rumaysa: A Fairytale** *Non-chronological report* *Writing to inform* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Use adverbial phrases to identify place, time, manner and frequency* *Create a range of multi-clause sentences using a wide range of conjunctions* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Introduction to paragraphs as a way to group related material* *Headings and sub-headings to aid presentation* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*	**Rumaysa: A Fairytale** *Playscripts into drama* *Writing to entertain* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Discuss and recording ideas* *Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*
	The Boy Who Grew Dragons *Instructions – how to care for a dragon* *Writing to inform* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Use adverbial phrases to identify place, time, manner and frequency* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**Charlie and the Chocolate Factory** *Persuasive letter – why we should go to the chocolate factory* *Writing to persuade* *Use adverbial phrases to identify place, time, manner and frequency* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will… Are you nervous about the London trip? When we arrived at school we…]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*	**The Thames and Tide Club: The Secret City** *Narrative* *Writing to create an atmosphere.* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"*	**The Pied Piper of Hamelin** *Newspaper report* *Writing to inform* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**Rumaysa** *Newspaper report* *Writing to inform* *Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"* *Discuss and recording ideas* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Read aloud their own writing, to a group or the whole class, using appropriate intonation*	**Rumaysa: A Fairytale** *Diary Entry* *Writing to show strength of feeling* *Use of the forms a or an according to whether the next word begins with a consonant or a vowel* *Use of the present perfect form of verbs instead of the simple past [e.g. He has gone out to play contrasted with He went out to play]* *Create a range of multi-clause sentences using a wide range of conjunctions* *Beginning a sentence with a subordinate clause* *Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]* *Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]* *Introduction to paragraphs as a way to group related material* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice* *Formation of nouns using a range of prefixes [e.g. super–, anti–, auto–*
	Poetry *Spine Poem* *Writing to entertain* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*			**The Pied Piper of Hamelin** *Cinquain* *Writing to entertain* *Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]* *Discuss and recording ideas* *Compose and rehearse sentences orally* *Propose changes to grammar and vocabulary to improve consistency, e.g. word choice*		

Term	Autumn 1	Autumn 2	Spring 1
Writing skills taught in Year 4	**The Lion, the Witch and the Wardrobe** *Recount - Diary entry* *Writing to provoke a feeling or emotion* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]* *Fronted adverbials [e.g. Later that day, I heard the bad news.]* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings]* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**The Lion, the Witch and the Wardrobe** *Author study – CS Lewis biography* *Writing to inform* *Standard English forms for verb inflections instead of local spoken forms [e.g. we were instead of we was, or I did instead of I done]* *Use of paragraphs to organise ideas around a theme* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**The Accidental Prime Minister** *Newspaper report – new law introduced* *Writing to inform* *The grammatical difference between plural and possessive –s* *Fronted adverbials [e.g. Later that day, I heard the bad news.]* *Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]* *Use of commas after fronted adverbials* *Use inverted commas to punctuate quotes in non-fiction writing* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings]* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*
	The Lion, the Witch and the Wardrobe *Persuasive writing - Brochure* *Writing to persuade* *Fronted adverbials [e.g. Later that day, I heard the bad news.]* *Use of the simple future tense [e.g. we will learn about Vikings]* *Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**The Lion, the Witch and the Wardrobe** *Narrative – portal story* *Writing to build excitement* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]* *Fronted adverbials [e.g. Later that day, I heard the bad news.]* *Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]* *Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**The Accidental Prime Minister** *Instructions – how to be a prime minister* *Writing to explain* *The grammatical difference between plural and possessive –s* *Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]* *Vernacular (everyday) language, including idioms [e.g. …do your bit for the war. …the words are stuck in my throat.* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings]* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*

Term	Spring 2	Summer 1	Summer 2
Writing skills taught in Year 4	**Tamarind and the Star of Ishta** *Diary* *Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]* *I can create noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.* *Fronted adverbials [e.g. Later that day, I heard the bad news.]* *I can develop my use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and understand when these can be used as prepositions or adverbs* *Use of commas after fronted adverbials* *I can use paragraphs to organise my ideas around a theme* *I can choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition* *Discuss writing similar to that* *which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**The Firework Maker's Daughter** *Letter* *Apostrophes to mark plural possession [e.g. the girl's name, the girls' names]* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings]* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**Matilda** *Non-chronological report – a fact file on own character with powers* *Writing to explain* *Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict* *maths teacher with curly hair or the person of interest]* *Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]* *Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside,* *despite, during, outside, down, below, next, therefore, however]* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings]* *Organise paragraphs around a theme* *In non-narrative material, using simple organisational devices [e.g. headings and subheadings* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*
	Tamarind and the Star of Ishta *Narrative* *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or* *the person of interest]* *Fronted adverbials [e.g. Later that day, I heard the bad news.]* *Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.]* *I can develop my use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and understand when these can be used as prepositions or adverbs* *Use of commas after fronted adverbials* *Use inverted commas to punctuate speech correctly.* *I can use paragraphs to organise my ideas around a theme* *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**The Firework Maker's Daughter** *Tanka Poetry - fireworks* *Writing to create a mood* *Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in… full of despair]* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*	**Matilda** *Free verse poetry* *Writing to create a mood* *Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in… full of despair]* *Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar* *Progressively build a varied and rich vocabulary and an increasing range of sentence structures* *Organise paragraphs around a theme* *Assess the effectiveness of their own and others' writing and suggesting improvements* *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught in Year 5	**The Boy at the Back of the Class** *Diary entry* *Writing to provoke a feeling or emotion* *Use of noun phrases* *Use fronted adverbials to create cohesion between paragraphs* *Identify audience and purpose* *Assess the effectiveness of own and other's writing* *Propose changes to vocab, grammar punctuation* *Ensure the consistent use of tense*	**When the Mountains Roared** *Non-Chronological Report* *Writing to inform* *Verb prefixes [e.g. dis–, de–, mis–, over– and re–]* *Use of noun phrases to convey complicated information concisely* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Dashes to indicate parenthesis* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader*	**Hidden Figures** *Biography* *Writing to inform* *Verb prefixes [e.g. dis–, de–, mis–, over– and re–]* *Use of noun phrases to convey complicated information concisely* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Dashes to indicate parenthesis* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader*	**King Kong** *Newspaper report* *Writing to inform* *Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify.* *Verb prefixis e.g. dis, de, mis, over, re* *Use noun phrases to convey complicated information concisely* *Use relative clauses and relative pronouns* *Parenthesis (brackets, commas)* *Nominalisation (the arrival of the stranger caused excitement)* *Identify audience and purpose* *Assess the effectiveness of own and other's writing* *Propose changes to vocab, grammar punctuation* *Ensure the consistent use of tense*	**High-Rise Mystery** *Narrative* *Writing to entertain* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose]* *In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action* *Nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader* *Propose changes to vocabulary, grammar and punctuation* *Ensure the consistent or correct use of tense throughout a piece of writing*	**The Wolf Wilder** *Letter of complaint* *Writing to show a strength of feeling* *Use of hyphens to create compound words and phrases [e.g. co-ordinate and weatherworn]* *Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]* *Brackets or commas to indicate parenthesis* *The personal pronoun 'one', [e.g. One should not be concerned about… It is better to do this oneself.]* *Multi-word vs precise verbs [find out – discover; ask for – request; go in – ente* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader*
	The Boy at the Back of the Class *Narrative* *Writing to build an atmosphere* *Use of noun phrases* *Use relative clauses and relative pronouns* *Parenthesis (brackets, commas)* *Integrate dialogue to convey character and advance action* *Identify audience and purpose* *Assess the effectiveness of own and other's writing* *Propose changes to vocab, grammar punctuation* *Ensure the consistent use of tense* *Publish their work for display*	**When the Mountains Roared** *Narrative* *Writing to create a mood* *Hyphens to create compound words/ phrases* *Converting nouns or adjectives into verbs using suffixes e.g. ate, ise, ify.* *Verb prefixis e.g. dis, de, mis, over, re* *Use relative clauses and relative pronouns* *Parenthesis (brackets, commas)* *Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action* *Identify audience and purpose* *Select appropriate grammar and vocabulary to understand how choices can affect meaning* *Assess the effectiveness of own and other's writing* *Propose changes to vocab, grammar punctuation* *Ensure the consistent use of tense*	**Hidden Figures** *Persuasive letter* *Writing to persuade* *Verb prefixes [e.g. dis–, de–, mis–, over– and re–]* *Use of noun phrases to convey complicated information concisely* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Dashes to indicate parenthesis* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader*	**King Kong** *Diary entry* *Writing to provoke a feeling or emotion* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose* *Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader*		**The Wolf Wilder** *Instructions* *Writing to show how to / to explain* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must]* *Dashes or commas to indicate parenthesis* *Some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]* *Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader* *Publish their work for display*
	The Boy at the Back of the Class *Balanced argument* *Writing to persuade* *Modal verbs* *Linking ideas across paragraphs* *Devices to build cohesion within a paragraph* *Identify audience and purpose* *Assess the effectiveness of own and other's writing* *Propose changes to vocab, grammar punctuation* *Ensure the consistent use of tense*				**High-Rise Mystery** *Narrative poetry* *Writing to entertain* *Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs* *Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose]* *In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action* *Nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader* *Propose changes to vocabulary, grammar and punctuation* *Ensure the consistent or correct use of tense throughout a piece of writing*	**The Wolf Wilder** *Poetry – nonet poems* *Writing to give a mental picture* *Use of hyphens to create compound words and phrases [e.g. co-ordinate and weatherworn]* *Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose* *Use of commas to clarify meaning or avoid ambiguity* *Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own* *Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader* *Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing skills taught in Year 6	**Jurassic Park – 3pieces** *Write to build tension* *Use description to build atmosphere* *Action Scene* *Vary sentence lengths to convey action* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up]* *How hyphens can be used to avoid ambiguity* **MacBeth** *Dialogue* *Writing to convey character* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that…]* *Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*	**Francis** *Description and tension* *Writing to build tension* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up]* **Letter of complaint** *Writing about a faulty product* *Writing to explain/complain* *Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis* *Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience*	**Boy in the Tower** *Newspaper report* *Writing to inform* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]* *Distinguish between the language of speech and writing and choose the appropriate register* **Boy in the Tower** *Description* *Writing to build atmosphere* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *How hyphens can be used to avoid ambiguity In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Note and develop initial ideas, drawing on reading and research where necessary* *In writing narratives, consider how authors have developed characters and settings In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action* *Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience*	**Three little pigs** *Balanced argument* *Writing to explain* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that…]* *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis* **Titanium** *Narrative – creating a mood* *Writing to create a mood* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action*	**The Final Year** *Character dialogue – based on personality traits* *Writing to entertain* *Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs* *Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis* *Distinguish between the language of speech and writing and choose the appropriate register*	**The Unforgotten Coat** *Narrative – dreams* *Writing to entertain* *How words are related by meaning as synonyms and antonyms [e.g. big, large, little]* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?] Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings* *In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action*
	The Arrival *Dialogue* *Writing to convey character* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that…]* *Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*	**Diary entry** *Writing about an unusual event* Writing to explain *In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation* *The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?] Note and develop initial ideas, drawing on reading and research where necessary* *In writing narratives, consider how authors have developed characters and settings* **Father Christmas** *Instructions* *Writing to inform* *Punctuation of bullet points to list information Use of the colon to introduce a list and use of semicolons within lists* *Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text] Ensure the consistent or correct use of tense throughout a piece of writing*	**Boy in the Tower** *Poetry – rondelets* *Writing to entertain* *Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]* *Assess the effectiveness of their own and others' writing* *Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning* *Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience*	**Charles Darwin's On the Origin of Species** *Non-chronological report – making up a fictional creature* *Writing to inform* *Use the full range of noun phrases to create descriptions in fiction and non-fiction Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of the colon to introduce a list and use of semicolons within lists* *Punctuation of bullet points to list information* *Note and develop initial ideas, drawing on reading and research where necessary* *In writing narratives, consider how authors have developed characters and settings Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]*	**Persuasive letter** *Stop eating the princesses* *Writing to persuade* *Use the full range of noun phrases to create descriptions in fiction and non-fiction* *Use of semi-colons to replace a conjunction in a multi-clause sentence [e.g. It's raining; I'm fed up]* *Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes* *Use of the colon to introduce a list and use of semicolons within lists* *Punctuation of bullet points to list information* *Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]*	**Explanation text** *Electricity* *Writing to explain* *Use of the colon to introduce a list and use of semicolons within lists* *Punctuation of bullet points to list information* *Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]* **The Unforgotten Coat** *Diary entry* *Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]* **Consolidation**