

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|--|---|--|
| Writing Purpose | Whole-School Unit* Entertain (10 steps) Persuade (10 steps) Poetry (5 steps) | Inform (15 steps) Entertain (15 steps) | Inform (15 steps) Persuade (10 steps) | Entertain (15 steps) Entertain (10 steps) | Persuade (14 steps) Inform (14 steps) | Entertain (5 steps) Entertain (15 steps) Entertain (10 steps) |
| Written Outcomes | *Range of genres Graphic novel Persuasive speech Poem (free verse) | Explanation Narrative | Recount Travel leaflet | Narrative Poetry (haiku) | Persuasive letters Non-chronological report | Poetry (free verse) Short story Poetry (focus on figurative language) |
| NC: Composition (planning, drafting, editing and proof reading) | <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures Organise paragraphs around a theme In narratives, create settings, character and plot In non-narrative material, use simple organisational devices (for example 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 Proof-read for spelling and punctuation errors 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 | | | | | |
| NC: Sentence level | (New content for Y3): Introduction to paragraphs as a way to group related material | | | | | |
| | <p>(New content for Y3): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> | <p>(New content for Y3): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.]</p> | <p>(New content for Y3): Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p> <p>(New content for Y3): Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>(Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.]</p> | <p>(Revisit Y3 content): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> | <p>(Revisit Y3 content): Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p> <p>(Revisit Y3 content): Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>(Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.]</p> | <p>(Revisit Y3 content): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> |

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| NC: Word level including punctuation | <p>(New content for Y3): Introduction to inverted commas to punctuate direct speech</p> <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Use of adjectives to describe a noun; use of apostrophe to show missing letters or for singular possession; commas can be used to separate items in a list</p> | <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>(Y4 content): Use of commas after fronted adverbials</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Commas can be used to separate items in a list</p> | <p>(New content for Y3): Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>(Y4 content): Use of commas after fronted adverbials</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Use of apostrophe to show missing letters or for singular possession</p> | <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Use of adjectives to describe a noun, use of apostrophe to show missing letters or for singular possession</p> | <p>(Revisit content for Y3): Introduction to inverted commas to punctuate direct speech</p> <p>(New content for Y3): Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i>, <i>an open box</i>]</p> <p>(Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Use of apostrophe to show missing letters or for singular possession</p> | <p>(Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Use of apostrophe to show missing letters or for singular possession</p> | <p>(Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Review Y2 learning: Use of apostrophe to show missing letters or for singular possession</p> |
| NC: Grammar Terminology | <p>inverted commas (Y3), preposition (Y3) conjunction (Y3) pronoun (Y4)</p> <p>Review: expanded noun phrase, noun, verb, adverb, adjective, apostrophe</p> | <p>inverted commas (Y3), preposition (Y3) conjunction (Y3) pronoun (Y4), adverbial (Y4), fronted adverbial (Y4)</p> <p>Review: comma</p> | <p>present perfect tense (Y3) adverbial (Y4), fronted adverbial (Y4)</p> <p>Review: comma</p> | <p>pronoun (Y4), possessive pronoun (Y4)</p> <p>Review: expanded noun phrase, noun, verb, adverb, adjective, apostrophe</p> | <p>present perfect tense (Y3) plural possession (Y4), adverbial (Y4), fronted adverbial (Y4)</p> <p>Review: comma, apostrophe</p> | <p>Review terminology from the year</p> | |
| NC: Spelling | <p>Discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons:</p> <p>The grammatical difference between plural and possessive –s (Y4)</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] (Y4)</p> | | | | | | |
| NC: Handwriting | <p>Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons:</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> | | | | | | |

Writing Purpose Language Choices and Genre Features

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Writing to Entertain Language Choices  | <ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) Dialogue can introduce a character and show how that person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) Use a new paragraph to show when a new or different character is speaking or when the setting changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting | | | | <ul style="list-style-type: none"> Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling | <ul style="list-style-type: none"> Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual Use of metaphor creates a vivid picture in the reader's mind |
| Writing to Inform Language Choices  | | <ul style="list-style-type: none"> Diagrams show the reader more details about the important parts of what they are finding out about (Y2) Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find Might include quotes from people to provide more information and add interest for the reader | | | | |
| Writing to Persuade Language Choices  | <ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) Use facts to support opinions to make the reader take the writing more seriously (Y3) Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) Use of power of three to make something more memorable for the reader and make them think about it for longer | | | | <ul style="list-style-type: none"> Include anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences | |

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| Genre Features | <p>Graphic novel: Blends art and storytelling, using a combination of illustration and text Panels of different shapes and sizes contain the artwork and are defined within frames Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text)</p> <p>Speech: Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the past, present and future tense</p> <p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p> | <p>Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p> <p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p> | <p>Recount: Written in simple past tense Events are recounted in the time (chronological) order that they happened</p> <p>Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.</p> | <p>Narrative: See Autumn 2 objectives</p> <p>Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.</p> | <p>Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p> <p>Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p> | <p>Poetry: Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language</p> <p>Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood</p> <p>Narrative: See Autumn 2 objectives</p> |

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

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|---|--|--|---|--|---|--|
| Sentence | <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases Y4 before or after the noun – this allows the reader to visualise based on greater detail in the description</p> | <p>Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p> | <p>Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p> | <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p> | <p>Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p> | <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases Y4 before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p> |
| Word level including punctuation | <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> | <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> | <p>Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> | <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> | <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Standard English forms for verb inflections Y4 to show the difference between speech/ dialect and written English</p> | <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> |

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| Narrative (Graphic Novel) | Persuasive Speech | Poetry: Free verse | Explanations | Narrative | Recount | Travel leaflets | Narrative | Poetry: Haiku | Persuasive Letters | Non- Chronologic al Report | Poetry: Take one Poet | Narrative | Poetry |
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| Arthur and the Golden Rope by Joe Todd Stanton | The King who Banned the Dark by Emily Haworth-Booth | 'A Small Dragon' by Brian Patten | Until I Met Dudley by Roger McGough and Chris Riddell; Rosie Revere, Engineer by Andrea Beaty and David Roberts; This Book Thinks You're an Inventor by Georgia Amson-Bradshaw and Harriet Russell; How Everything Works by Clive Gifford | Starbird by Sharon King-Chai; Zeraffa Giraffa by Diane Hofmeyr and Jane Ray | Real-Life Mysteries by Susan Martineau and Vicky Barker | Africa, Amazing Africa by Atinuke and Mouni Feddag, Take A Bite by Aleksandra & Daniel Mizielinski; India, Incredible India by Jsbinder Bilan and Nina Chakrabarti, The Big Book of the UK by Imogen Russell Williams and Louise Lockhart | Leon and the Place Between by Angela McAllister and Graham Baker-Smith | The Works: Every Kind of Poem You will Ever Need at School edited by Paul Cookson | Malala's Magic Pencil by Malala Yousafzai and Kerascoët; Greta and the Giants by Zoe Tucker and Zoe Persico | Texts provided by HFL Education | Stars with Flaming Tails by Valerie Bloom and Ken Wilson-Max | The Girl Who Stole an Elephant by Nizrana Farook | Michael Rosen's A-Z: The best Children's Poetry from Agard to Zephaniah edited by Michael Rosen |
| 10 steps | 10 steps | 5 steps | 15 steps | 15 steps | 15 steps | 10 steps | 15 steps | 10 steps | 14 steps | 14 steps | 5 steps | 15 steps | 10 steps |
| 55 steps (approx. 11 weeks) | | | | | 50 steps (approx. 10 weeks) | | | | 58 steps (approx. 12 weeks) | | | | |