

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Inform (15 steps) Entertain (12 steps)	Entertain (5 steps) Entertain (15 steps) Inform (10 steps)	Persuade (10 steps) Entertain (10 steps) Inform (15 steps) <i>can be split across into Spr2</i>	Discuss (5 steps) Entertain (15 steps)	Inform (10 steps) Persuade (15 steps) Discuss (10 steps) <i>can be split across into Sum2</i>	Entertain (15 steps) Entertain (10 steps)
Written Outcomes	Range of genres* Non-chronological report Descriptive Scene	Cinquain poems Narrative Biography	Persuasive letters Descriptive recount Non-Chronological Report	Balanced argument Narrative (mystery & suspense)	Explanation Advertising Campaign Reviews	Narrative (description) Poetry (free verse)
NC: Composition Y5 & Y6 (planning, drafting, editing and proof-reading)	<ul style="list-style-type: none"> identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own note and develop initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assess the effectiveness of their own and others' writing propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear 					
NC: Sentence level	(New content for Y5): Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]					
	(Review Y4 learning): Fronted adverbials [for example, Later that day, I heard the bad news.]	(New content for Y5): Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]		(New content for Y5): Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun		
	(Review Y4 learning): 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)		Y6 content: Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses			
	Y6 content: Difference between structures typical of informal speech and structures appropriate for formal speech and writing		Y6 content: Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].			Reteach specific objectives according to AfL
	Y6 content: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]		Y6 content: The use of subjunctive forms such as If I were or were they to come in some very formal writing and speech]			

NC: Word level	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
including punctuation	New content for Y5): Brackets to indicate parenthesis		New content for Y5): Brackets, dashes or commas to indicate parenthesis			Review content for Y5): Use of commas to clarify meaning or avoid ambiguity
	<p>Y6 content: Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover; ask for – request; go in – enter]</p> <p>Y6 content: Punctuation of bullet points to list information</p> <p>Y6 content: How words are related by meaning as synonyms and antonyms</p> <p>(Review Y4 learning): Use of commas after fronted adverbials</p>	<p>New content for Y5): Use of commas to clarify meaning or avoid ambiguity</p> <p>Y6 content: Using the perfect form of verbs to mark relationships of time and cause</p> <p>Y6 content: Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover; ask for – request; go in – enter]</p> <p>Y6 content: Punctuation of bullet points to list information</p>	<p>New content for Y5): Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must)</p> <p>Y6 content: Difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [e.g. find out – discover; ask for – request; go in – enter]</p> <p>Review content for Y5): Use of commas to clarify meaning or avoid ambiguity</p> <p>Y6 content: Use ellipsis as a cohesive device to link ideas across paragraphs</p> <p>Y6 content: Use of a colon to introduce a list</p> <p>Y6 content: Semi-colons to separate longer or more complicated items in a list and to mark boundaries between independent clauses</p> <p>Y6 content: Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)</p>	<p>Y6 content: Using a colon to mark boundaries between independent clauses</p> <p>Y6 content: Using the perfect form of verbs to mark relationships</p>	<p>Y6 content: Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)</p> <p>Y6 content: Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>)</p> <p>Reteach specific objectives according to AfL</p>	
	(Review Y4 learning): 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!"]					
NC: Grammar Terminology	<p>bracket (Y5), parenthesis (Y5)</p> <p>bullet point (Y6)</p> <p>synonym (Y6) antonym (Y6)</p> <p>Review: noun phrases, fronted adverbials, subordinate clause</p>	<p>cohesion (Y5), relative clause (Y5), relative pronoun (Y5)</p> <p>Review: comma</p>	<p>bracket (Y5), dash (Y5) parenthesis (Y5), relative clause (Y5), relative pronoun (Y5), cohesion (Y5), ambiguity (Y5), modal verb (Y5), adverb (Y5), ambiguity (Y5)</p> <p>colon (Y6), semi-colon (Y6), hyphen (Y6), ellipsis (Y6)</p> <p>active (Y6), passive (Y6), subject (Y6), object (Y6)</p>	<p>bracket (Y5), dash (Y5)</p> <p>parenthesis (Y5), modal verb(Y5) adverb (Y5)</p> <p>colon (Y6), semi-colon (Y6), hyphen (Y6)</p>	<p>Review terminology from across the year</p>	
NC: Spelling	<p>Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons:</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology</p>					
NC: Handwriting	<p>Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons:</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>					

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood 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 (Y3/4) Use figurative language such as simile, metaphor & personification to create mood and atmosphere <ul style="list-style-type: none"> Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated Y6 			<ul style="list-style-type: none"> Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading Modal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative 		
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 (Y3/4) Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) Might include quotes from people to provide more information and add interest for the reader (Y3/4) Use of brackets can add extra information or an explanation (parenthesis) for the reader Use bullet points to convey information precisely Y6 			<ul style="list-style-type: none"> Underline important words or phrases that you want to draw reader's attention to Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject Y6 		
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) Include anecdotes to support and provide evidence for the point you are trying to make (Y4) Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject Y6 Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....) Y6 					

<p>Writing to Discuss Language Choices </p>	<ul style="list-style-type: none"> • Very clear points of view presented to show either side of a debate, discussion or argument • Obvious signposts to the reader to signal when they will be encountering a different viewpoint • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that.... Others <i>may</i> believe that...) • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) Y6 • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) Y6 					
<p>Formality choices</p>	<ul style="list-style-type: none"> • Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices 					
<p>Genre Features</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 cinquains, which has five lines and a specific number of syllables in each line: <u>Line 1:</u> 2 syllables; <u>Line 2:</u> 4 syllables; <u>Line 3:</u> 6 syllables; <u>Line 4:</u> 8 syllables; <u>Line 5:</u> 2 syllables Meter is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables. Narrative: Story endings can end with a reference to the beginning of the story (feels cyclical)</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>Balanced argument: Provides different points of view on an issue, paying attention to the arguments for and against the issue being discussed. The differing points of view are balanced without aiming to lead the reader to sway their opinion Usually written in present tense Opening sentence or introduction/ question sets up the issue to be discussed</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>Reviews: Vary in tone and formality, depending on the intended audience. Provide a balance of the positive and negative elements of the product or experience being reviewed Professional reviews should be unbiased, without opinion unrelated to facts or evidence Often conclude with a rating or score, on reflection of whether the positive or negative elements either balance or outweigh each other</p>

		<p>Biography: Details of key events in a person's life, written in chronological order</p> <p>Includes several facts to provide the reader with real information about the person</p> <p>Written in third person narrative</p>	<p>Non-Chronological Report:</p> <p>See Aut 1 and include:</p> <p>Contents page to show the reader the content of the text and direct them to specific information</p> <p>Boxes with extra information to break up the page layout and add detail or interest for the reader</p>	<p>Narrative:</p> <p>Story openings usually open with either: action, dialogue or description of setting or character</p> <p>Story endings can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Advertisement:</p> <p>Includes a catchy title or slogan to capture the reader's attention</p> <p>Usually includes bright visuals and images of the product being advertised</p> <p>May include a price or specific features of the product, with reasons for the reader needing it</p>	<p>Narrative: See Aut 2 and Spr 2 objectives</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>
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National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Sentence level	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</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>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>Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry Y6</p>	<p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>					
Word level Including punctuation	<p>Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Review dialogue punctuation</p>		<p>Remove unnecessary adjectives and adverbs for more precise nouns and verbs</p> <p>Placement of speech tags before, in between speech or after speech</p>	<p>Brackets, commas and dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p>Colons can direct your reader to pay attention to what's next, set up longer list of items</p> <p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader Y6</p> <p>Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together Y6</p>		<p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue Y6</p> <p>Colons can set up a surprise or dramatic pause Y6</p>	<p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader Y6</p>
	<p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as 'on the other hand' or 'several weeks later'] and ellipsis, to ensure that the reader is engaged, follows and wants to read on</p> <p>More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference); use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (e.g. If one were to.....) Y6</p> <p>Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject; can also be used to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (an implied subject that carried out the action) Y6</p>						<p>Colons can set up a surprise or dramatic pause and/ or direct your reader to pay attention to what's next, set up longer list of items Y6</p>

Autumn					Spring					Summer				
NCR	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Descriptive recount	NCR	Balanced argument	Narrative: Mystery and Suspense	Explanation	Advertising campaign	Reviews	Narrative	Poetry
<p>The World of the Unknown: Monsters by Carey Miller; The Book of Mythical Beasts and Magical Creatures by Stephen Krensky</p>	<p>Cloud Tea Monkeys by Mal Peet and Elspeth Graham</p>	<p>Where the Poppies Now Grow by Hilary Robinson and Martin Impey</p>	<p>The Promise by Nicola Davies and Laura Carlin</p>	<p>Stone Girl, Bone Girl by Laurence Anholt and Sheila Moxley; Fantastically Great Women who Changed the World by Kate Pankhurst; Women in Science: 50 Fearless Pioneers who Changed the World by Rachel Ignatofsky; Groundbreaking Scientists by J.P. Miller</p>	<p>The Misadventures of Frederick by Ben Manley and Emma Chichester Clark</p>	<p>The Watertower by Gary Crew and Steven Woolman</p>	<p>The Skies Above My Eyes by Charlotte Guillain and Jo Empson; The Street Beneath My Feet & The Sea Below My Toes by Charlotte Guillain and Yuval Zommer;</p>	<p>Texts provided by HFL Education</p>	<p>Boy in the Tower by Polly Ho-Yen</p>	<p>The Lost Book of Adventure by Teddy Keen</p>	<p>Texts provided by HFL Education</p>	<p>Texts provided by HFL Education</p>	<p>Birdsong by Katya Balen</p>	<p>Cloud Busting by Malorie Blackman</p>
15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	10 steps	15 steps
57 steps (approx. 12 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				