

## Writing in Reception

### ELG Statements

<p><b>Physical Development - Moving and Handling</b> Children hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p>	<p><b>Literacy - Writing</b> Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others</p>	<p><b>Literacy - Word Reading</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>	<p><b>Literacy - Comprehension</b> Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate - where appropriate - key events in stories; They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Term & Topic	Significant Texts	Writing Skills	Reading Skills
<p><b>Autumn Term</b> Teddy &amp; I</p> <p>When I Grow Up</p>	<ul style="list-style-type: none"> <li>Brown Bear, Brown Bear, What Do You See by Eric Carle</li> <li>We're Going on a Bear Hunt by Michael Rosen</li> <li>The Gruffalo by Julia Donaldson</li> <li>Paddington by Michael Bond</li> <li>Dinosaurs Love Underpants by Claire Freedman</li> <li>Harry and the Dinosaurs by Ian Whybrow</li> <li>Six Dinner Sid by Inga Moore</li> <li>Range of non-fiction texts about different professions</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines and circles using gross motor movements</li> <li>Begin to use one-handed tools and equipment, e.g. to make snips in paper with scissors</li> <li>Hold pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>Sometimes give meaning to marks as I draw and paint</li> <li>Begin to hear and say the initial sounds in words</li> <li>Beginning to write own name and other things such as labels and captions</li> <li>Segment and identify the sounds in simple words</li> </ul>	<ul style="list-style-type: none"> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>Beginning to describe main story settings, events and main characters</li> <li>Beginning to be aware of the way stories are structured</li> <li>Look at books independently</li> <li>Handle books carefully</li> <li>Know that information can be retrieved from books</li> <li>Beginning to continue a rhyming string</li> <li>Sequence the key events of a familiar story</li> </ul>
<p><b>Spring Term</b> To Infinity &amp; Beyond</p> <p>Under the Sea</p>	<ul style="list-style-type: none"> <li>Whatever Next by Jill Murphy</li> <li>Here Come the Aliens by Colin McNaughton</li> <li>Rainbow Fish by Marcus Pfister</li> <li>Fidgety Fish by Marcus Galloway</li> <li>Tadpole's Promise by Jeanne Willis</li> </ul>	<ul style="list-style-type: none"> <li>Draw lines and circles using gross motor movements</li> <li>Begin to use one-handed tools and equipment, e.g. to make snips in paper with scissors</li> <li>Hold pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>Sometimes give meaning to marks as I draw and paint</li> <li>Begin to hear and say the initial sounds in words</li> <li>Beginning to write own name and other things such as labels and captions</li> <li>Segment and identify the sounds in simple words</li> </ul>	<ul style="list-style-type: none"> <li>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>Beginning to describe main story settings, events and main characters</li> <li>Beginning to be aware of the way stories are structured</li> <li>Look at books independently</li> <li>Handle books carefully</li> <li>Know that information can be retrieved from books</li> <li>Beginning to continue a rhyming string</li> <li>Sequence the key events of a familiar story</li> </ul>

<p>Summer Term Once Upon a Time</p> <p>Living &amp; Growing</p>	<ul style="list-style-type: none"> <li>• Goldilocks and the Three Bears</li> <li>• Jack and the Beanstalk</li> <li>• Little Red Riding Hood</li> <li>• Little Red and the Very Hungry Lion by Alex T Smith</li> <li>• Here We Are by Oliver Jeffers</li> <li>• The Very Hungry Caterpillar by Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines and circles using gross motor movements</li> <li>• Begin to use one-handed tools and equipment, e.g. to make snips in paper with scissors</li> <li>• Hold pencil between thumb and two fingers, no longer using whole-hand grasp</li> <li>• Sometimes give meaning to marks as I draw and paint</li> <li>• Begin to hear and say the initial sounds in words</li> <li>• Beginning to write own name and other things such as labels and captions</li> <li>• Segment and identify the sounds in simple words</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with repeated refrains and anticipate key events and phrases in rhymes and stories</li> <li>• Beginning to describe main story settings, events and main characters</li> <li>• Beginning to be aware of the way stories are structured</li> <li>• Look at books independently</li> <li>• Handle books carefully</li> <li>• Know that information can be retrieved from books</li> <li>• Beginning to continue a rhyming string</li> <li>• Sequence the key events of a familiar story</li> </ul>
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## Writing in Year 1

Learning Journey	Significant Texts	Writing Opportunities	Compositional Skills Planning, drafting, evaluating, proof-reading & editing, performing	Vocabulary, Grammar & punctuation Skills (see SPAG scheme)	New vocabulary/ Terminology	Mastery Opportunities
Autumn Seasons	‘Seasons’ by Gerda Muller	<ul style="list-style-type: none"> <li>• Descriptions of the different seasons (linked to Gerda Muller’s books)</li> </ul>	<ul style="list-style-type: none"> <li>• Use role play to explore new language and ideas</li> <li>• Compose a sentence orally before writing it</li> <li>• Sentence structure (colourful semantics)</li> <li>• Read their writing aloud, clearly enough to be heard by their teacher</li> </ul>	<ul style="list-style-type: none"> <li>• How words combine to make sentences</li> <li>• Separation of words with spaces</li> <li>• Introduction to capital letters and full stops to demarcate sentences</li> </ul>	Letter & capital letter Word Full stop Sentence  Vocab linked to writing task: Spring, Summer, Autumn/Fall, Winter, weather, rain, snow, sun, beach, bucket and spade, leaves, umbrella, lamb	<ul style="list-style-type: none"> <li>• Purposeful opportunities to write for different purposes/audiences</li> <li>• Draw on reading for appropriate vocabulary choices</li> <li>• Accuracy in using full range of punctuation taught at Year 1</li> <li>• Mostly correct spelling</li> <li>• Re-reading writing to check it makes sense and begin to identify and correct mistakes such as spelling, missing words, missing punctuation: starting to suggest additions/make changes <b>which enhance writing</b></li> </ul>
We’re Going on a Leaf Hunt	‘We’re Going on a Leaf Hunt’ by Steve Metzgers	<ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Writing part of a story (We’re going on a Leaf Hunt &amp; their own version based on the book)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally sequence sentences to retell a familiar story</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form a short narrative</li> <li>• Read their writing aloud, clearly enough to be heard by their teacher</li> </ul>	<ul style="list-style-type: none"> <li>• How words combine to make sentences</li> <li>• Separation of words with spaces</li> <li>• Introduction to capital letters and full stops to demarcate sentences</li> <li>• Adjectives for description</li> </ul>	Adjective  Vocab linked to story writing: colourful, waterfall, wonderful, mountain, river, tree, skunk	<ul style="list-style-type: none"> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
The Day the Crayons Quit	‘The Day the Crayons Quit’ by Drew Daywalt	<ul style="list-style-type: none"> <li>• Letter writing: (Writing a Letter as an existing crayon Writing a letter as a new crayon)</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally sequences to develop an understanding of the structure of a letter</li> <li>• Plan a letter by saying out loud what they are going to write about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form a short narrative- letter</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters and full stops to demarcate sentences</li> <li>• Separation of words with spaces</li> <li>• Adjectives for description</li> <li>• Join words and join clauses using ‘and’</li> </ul>	Letters  Vocab linked to letter writing: letter, greeting, dear, sign off, from, quit, crayons	

			<ul style="list-style-type: none"> <li>Discuss what they have written with the teacher</li> </ul>			
Reindeer Ready	<p>'Reindeer Ready' Advert - available on Literacy Shed</p> <p>Model Reindeer Information Text (Class Teacher made)</p>	<ul style="list-style-type: none"> <li>Character description (Missing Poster for carrots)</li> <li>Writing an information text (about reindeers)</li> </ul>	<ul style="list-style-type: none"> <li>Plan an information text by saying out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form a short information text</li> <li>Discuss what they have written with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives for description</li> <li>Join words and join clauses using 'and'</li> <li>Capital letters and full stops to demarcate sentences</li> <li>Introduction to question marks to demarcate sentences</li> </ul>	<p>Question mark</p> <p>Information text</p> <p>Fact</p> <p>Vocab linked to writing tasks: reindeer, caribou, antlers, female, male, herbivores, lichen/moss</p>	
Spring The Puppet Who Wanted Hair	'The Puppet Who Wanted Hair' by Trish Cooke	<ul style="list-style-type: none"> <li>Character description</li> <li>Re-telling part of the story</li> <li>Story writing- their own version of The Puppet Who Wanted Hair</li> </ul>	<ul style="list-style-type: none"> <li>Verbally sequence sentences to retell a familiar story</li> <li>Sequence sentences to form a short narrative</li> <li>Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives for description</li> <li>Join clauses using 'and' and 'but'</li> <li>Capital letters and full stops to demarcate sentences</li> <li>Use a capital letter for names of people, places and the personal pronoun 'I'</li> </ul>	<p>Punctuation</p> <p>Vocab linked to story writing: puppet, ebony, but, so, toy maker</p>	<ul style="list-style-type: none"> <li>Purposeful opportunities to write for different purposes/audiences</li> <li>Draw on reading for appropriate vocabulary choices</li> <li>Accuracy in using full range of punctuation taught at year 1</li> <li>Mostly correct spelling</li> <li>Re-reading writing to check it makes sense and begin to identify and correct mistakes such as spelling, missing words, missing punctuation: starting to suggest additions/make changes which enhance writing</li> <li>Opportunities for writing conversations with peers and adults</li> </ul>
Bow Tie Pasta	<p>Pie Corbett model text created by class teachers</p> <p>'Bow Tie Pasta' Acrostic Poems by Bryan P. Cleary</p>	<ul style="list-style-type: none"> <li>Acrostic poems</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Sequence ideas to plan and create an acrostic poem</li> <li>Create rhyming patterns</li> <li>Read aloud their poetry clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Adjectives for description</li> </ul>	<p>Acrostic poem</p> <p>Vocab linked to poetry writing: title, lines, verses, rhyme, initial letter</p>	
	Pie Corbett model text created by class teachers	<ul style="list-style-type: none"> <li>Recount writing- writing part of a recount</li> <li>Recount writing - own recount of the circus day</li> </ul>	<ul style="list-style-type: none"> <li>Plan a recount by saying out loud what they are going to write about</li> <li>Sequence sentences to form a recount</li> <li>Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops to demarcate sentences</li> <li>Join words and join clauses using 'and' and 'but'</li> <li>Using a capital letter for names of people, places, the days of</li> </ul>	<p>Adverb</p> <p>Exclamation mark</p> <p>Time adverbials</p> <p>Vocab linked to recount writing: first, next, then, after that, finally, and because, but, so</p>	

				<p>the week, and the personal pronoun 'I'</p> <ul style="list-style-type: none"> <li>• Use adverbs to add detail</li> <li>• Use time adverbials: first, second, then</li> <li>• Introduction to exclamation marks</li> </ul>		
<p>Have You Filled A Bucket Today?</p>	<p>'Have You Filled A Bucket Today?' By Carol McCloud</p>	<ul style="list-style-type: none"> <li>• Setting description</li> <li>• Character description</li> <li>• Writing a fairy tale or traditional tale</li> </ul>	<ul style="list-style-type: none"> <li>• Verbally sequence sentences to retell a familiar story</li> <li>• Plan a story using a story map</li> <li>• Sequence sentences to form a short narrative</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Read aloud part of their story clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Adjectives for description</li> <li>• Join clauses using 'and' and 'but'</li> <li>• Capital letters and full stops to demarcate sentences</li> <li>• use a capital letter for names of people, places and the personal pronoun 'I'</li> </ul>	<p>Vocab linked to list writing: e.g. shiny, colourful etc., friend, kind, smile, laughter, care, look after</p>	
<p>Summer term Fairy Tales &amp; Traditional tales</p>	<p>Rapunzel by Rachel Isadora  Rapunzel by Chloe Perkins  Jackson and the Hairstalk by Trish Cooke</p>	<ul style="list-style-type: none"> <li>• Plan and write sections of an information text on castles</li> </ul>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Sequence ideas to plan an information text using a boxed up plan</li> <li>• Sequence sentences to form a short section of an information text about castles</li> <li>• Include relevant facts</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters and full stops to demarcate sentences</li> <li>• Question marks to demarcate sentences</li> <li>• Join clauses using 'and' and 'but'</li> </ul>	<p>Vocab linked to story writing: once upon a time, the end, happily ever after, then, first, unfortunately, fortunately</p>	<ul style="list-style-type: none"> <li>• Purposeful opportunities to write for different purposes/audiences</li> <li>• Draw on reading for appropriate vocabulary choices</li> <li>• Accuracy in using full range of punctuation taught at year 1</li> <li>• Mostly correct spelling</li> <li>• Re-reading writing to check it makes sense and begin to identify and correct mistakes such as spelling, missing words, missing punctuation: starting to suggest additions/make changes which enhance writing</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>

<p>Castles - Information texts</p>	<p>‘What Were Castles For?’ By Usborne Starting Point History</p> <p>‘Will There Be Knights and Dragons?’ By Marion McAuley and Leah Kharibian</p> <p>‘Want To Be A Knight?’ By Paul Mason</p> <p>‘Why Why Why Did Knights Wear Heavy Armour?’ By Miles Kelly Publishing</p>	<ul style="list-style-type: none"> <li>• Recount writing-writing part of a recount</li> <li>• Recount writing - own recount of our trip to Windsor Castle</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a recount by saying out loud what they are going to write about</li> <li>• Sequence sentences to form a recount</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Read aloud part of their recount clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters and full stops to demarcate sentences</li> <li>• Exclamation marks to demarcate sentences</li> <li>• Join clause with a wider range of conjunctions e.g. ‘and’ ‘but’, ‘so’, ‘because’</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• Use time adverbials: e.g. first, second, then</li> <li>• Use precise adjectives for description</li> </ul>	<p>Vocab linked to writing task: glossary, contents, index, caption, facts, information, label, photographs, headings, subheadings</p>	
<p>Our Trip To Windsor Castle (Recounts)</p>	<p>Pie Corbett model text created by class teachers</p>	<ul style="list-style-type: none"> <li>• Recount writing-writing part of a recount</li> <li>• Recount writing - own recount of our trip to Windsor Castle</li> </ul>	<ul style="list-style-type: none"> <li>• Plan a recount by saying out loud what they are going to write about</li> <li>• Sequence sentences to form a recount</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Read aloud part of their recount clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters and full stops to demarcate sentences</li> <li>• Exclamation marks to demarcate sentences</li> <li>• Join clause with a wider range of conjunctions e.g. ‘and’ ‘but’, ‘so’, ‘because’</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• Use time adverbials: e.g. first, second, then</li> <li>• Use precise adjectives for description</li> </ul>	<p>Vocab linked to writing task:, first, next, then, after that, finally, and, because, but, so</p>	

## Writing in Year 2

Learning Journey	Significant Texts	Writing Opportunities	Compositional Skills Planning, drafting, evaluating, proof-reading & editing, performing	Vocabulary, Grammar & punctuation Skills (see SPAG scheme)	New vocabulary/ Terminology	Mastery Opportunities
<p><b>Autumn Term</b> The Enormous Turnip</p>	<p>'The Enormous Turnip'</p>	<ul style="list-style-type: none"> <li>Setting description - a vegetable garden</li> <li>Character description - the Gardener</li> <li>A 5 part short story -based on The Enormous Turnip</li> </ul>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about</li> <li>Use a story mountain to plan a short 5 part story</li> <li>Write coherent sentences that are sequenced to form a short narrative</li> <li>Read their writing aloud, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate sentences</li> <li>Expanded noun phrases to describe and specify</li> <li>Use co-ordinating conjunctions (so, and, but) to join clauses</li> </ul>	<p>noun, noun phrase, verb, adverb, adjective</p> <p>Vocab linked to story writing: Once upon a time, garden, turnip, seed, planted, watered, suddenly, enormous, budge, kite, cornfield, immediately, whiskers, scampering, popped</p>	<ul style="list-style-type: none"> <li>Purposeful opportunities to write effectively and coherently for different audiences/purposes</li> <li>Draw on reading for appropriate vocabulary choices</li> <li>Accuracy in using full range of punctuation taught in key stage 1</li> <li>Mostly correct spelling</li> <li>Make simple additions, revisions and proof-reading corrections to enhance their own writing</li> </ul>
<p>Funny Bones</p>	<p>'Funny Bones' by Janet and Allan Ahlberg</p>	<ul style="list-style-type: none"> <li>Setting description - a spooky house</li> <li>Character description - a skeleton</li> <li>An additional paragraph for Funny Bones story</li> <li>A letter- Thank you to the Pet shop owner</li> <li>A recount- What happened at the Pet shop</li> </ul>	<ul style="list-style-type: none"> <li>Write for different purposes</li> <li>Write down ideas and key words before beginning to write</li> <li>Write coherent sentences that are sequenced to form a short narrative</li> <li>Make simple proof-reading corrections to their own writing e.g. full stops and capital letters</li> <li>Read their writing aloud, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops to demarcate sentences</li> <li>Expanded noun phrases to describe and specify</li> <li>Co-ordinating conjunctions (so, and but, or)</li> <li>Adverbs of time e.g. at first, then, eventually, finally</li> <li>Correct and consistent use of the past tense.</li> </ul>	<p>verb, tense- past tense, adverb</p> <p>Vocab linked to writing tasks: squawk, at first, array, however, extremely, finally, on the other hand, then, colossal, at last, enormous, eventually, shimmering, immediately, fantastic, settled on, immense , passable, massive, desperate, magnificent, shockingly, magenta, loudly, harmless, frequently, headed back, gingerly</p>	<ul style="list-style-type: none"> <li>Opportunities for writing conversations with peers and adults</li> </ul>
<p>Traction Man</p>	<p>'Traction Man' by Mini Grey</p>	<ul style="list-style-type: none"> <li>Instructions- to make a glass of orange juice</li> <li>Instructions - A mission for Traction</li> </ul>	<ul style="list-style-type: none"> <li>Plan/say what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of time e.g. first, next, then, finally</li> </ul>	<p>Present tense, command, comma bullet point</p>	

		Man. Instructions to get Traction Man to a place to solve a problem	<ul style="list-style-type: none"> <li>• Write coherent instructions in chronological order</li> <li>• Make simple proof-reading corrections to their own writing e.g. full stops and capital letters</li> <li>• Evaluate their writing with the teacher/other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and correct use of the present tense</li> <li>• How to use commands (bossy/imperative verbs)</li> <li>• Introduction to the use of bullet points for lists</li> </ul>		
<p><b>Spring Term</b></p> <p>Flat Stanley African Safari Adventure</p>	<p>'Flat Stanley African Safari Adventure' By Jeff Brown</p>	<ul style="list-style-type: none"> <li>• Story writing-a problem and resolution to a chapter story</li> <li>• A diary entry</li> </ul>	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Use a story mountain to plan a problem and resolution</li> <li>• Re-reading to check that their writing makes sense (including verb tense)</li> <li>• Read their writing aloud, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and correct use of the past tense</li> <li>• Use co-ordinating conjunctions (so, and but, or) to join clauses</li> <li>• Use first and third person verb forms</li> <li>• Apostrophes for singular possession and contractions</li> <li>• Begin to use inverted commas to punctuate direct speech.</li> </ul>	<p>apostrophe, inverted commas/speech marks</p> <p>Vocab linked to story writing: thrust, regular, startling, discovery, unearthed, remote, unusual, esteemed, exchanged, investigating, archaeological</p>	<ul style="list-style-type: none"> <li>• Purposeful opportunities to write effectively and coherently for different audiences/purposes</li> <li>• Draw on reading for appropriate vocabulary choices</li> <li>• Accuracy in using full range of punctuation taught in key stage 1</li> <li>• Mostly correct spelling</li> <li>• Make simple additions, revisions and proof-reading corrections to enhance their own writing</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
<p>The Quangle Wangle's Hat</p> <p>Wild World</p>	<p>'The Quangle Wangle's Hat' by Edward Lear</p> <p>'Wild World' poems Angela McAllister</p>	<ul style="list-style-type: none"> <li>• Descriptions of animal actions</li> <li>• A simile poem</li> <li>• A kennings poem</li> </ul>	<ul style="list-style-type: none"> <li>• Write down ideas and key words before beginning to write</li> <li>• Evaluate their writing with the teacher/other pupils</li> <li>• Perform their poems with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify</li> <li>• Adverbs to describe movement</li> <li>• Use of similes for description</li> <li>• Use verbs as nouns</li> </ul>	<p>Simile</p> <p>Vocab linked to poetry writing: On account of, grant (verb), grouse, humbly, plainer (clearer), charmingly, airy, lace, scorching, crescents, dunes, rippled, sculpted, whim, oasis, moisture, burrow, noon, horizons, parched, arid, plump, tempt, canopy, shady, scrambling, glimmer, haunt, swarm, Kennings - bone cruncher, zebra watcher, sun snoozer</p>	

<p>Hotel Flamingo</p>	<p>;Hotel Flamingo; by Alex Millway</p>	<ul style="list-style-type: none"> <li>• Write captions</li> <li>• An information text about an African Animal</li> <li>• An information text based on a character from Hotel Flamingo</li> </ul>	<ul style="list-style-type: none"> <li>• Write down ideas and key words including new vocabulary</li> <li>• Begin to organise ideas by grouping information into sections- Box up plan</li> <li>• Make simple proof-reading corrections to their own writing e.g. full stops and capital letters</li> <li>• Re-reading to check that their writing makes sense (including verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases using <u>precise</u> adjectives to describe and specify</li> <li>• Consistent and correct use of the present tense (including progressive form)</li> <li>• Begin to use subordinating conjunctions to join clauses e.g. using when, if, that, because</li> </ul>	<p>Subordinating conjunctions, statements</p>	
<p>There's no Dragon in This Story</p>	<p>'There's no Dragon in this Story' by Lou Carter</p>	<ul style="list-style-type: none"> <li>• Explanation text about how to look after a dragon</li> </ul>	<ul style="list-style-type: none"> <li>• Write down ideas and key words including new vocabulary</li> <li>• Begin to organise ideas by grouping information into sections</li> <li>• Begin to organise ideas by grouping information into sections- Box up plan</li> <li>• Make simple proof-reading corrections to their own writing e.g. full stops and capital letters</li> <li>• Re-reading to check that their writing makes sense( including verb tense)</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs of time as sentence openers</li> <li>• Consistent and correct use of the present tense</li> <li>• Use both co-ordinating and subordinating conjunctions to join clauses</li> <li>• Use questions as sentence openers</li> <li>• Use question marks correctly</li> <li>• Use exclamation marks correctly</li> </ul>	<p>question</p> <p>Vocab linked to explanation text: furthermore, minority, nearly all, which, additionally, occasionally, lodged, purchased, provide, lava, roam, disobedient, hoarder, clumsy, accident, diet, housing, exercise</p>	
<p>Summer Term The Mousehole Cat</p>	<p>'The Mousehole Cat' By Antonia Barber</p>	<ul style="list-style-type: none"> <li>• Setting description</li> <li>• A Spine poem-character description</li> <li>• Story writing- re-tell the Mousehole story using a different character</li> </ul>	<ul style="list-style-type: none"> <li>• Use a story mountain to plan a story</li> <li>• Re-reading to check that their writing makes sense( including verb tense)</li> <li>• Proof-read for errors in spelling,</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify</li> <li>• Story sentence openers</li> <li>• Use both co-ordinating and subordinating</li> </ul>	<p>Vocabulary linked to writing tasks: long age, our story, starts, suddenly, all was peaceful until, unfortunately, immediately, thankfully, eventually, harbour (walls) house, nets, boats, lobster</p>	<ul style="list-style-type: none"> <li>• Purposeful opportunities to write effectively and coherently for different audiences/purposes</li> <li>• Draw on reading for appropriate vocabulary choices</li> </ul>

		<ul style="list-style-type: none"> <li>• A seaside adventure story.</li> </ul>	<p>punctuation and grammar</p> <ul style="list-style-type: none"> <li>• Read their writing aloud, with appropriate intonation to make the meaning clear</li> <li>• Evaluate their writing with the teacher &amp; other pupils</li> </ul>	<p>conjunctions to join clauses</p> <ul style="list-style-type: none"> <li>• Consistent and correct use of past tense</li> <li>• Use of fronted adverbials e.g. suddenly, eventually etc</li> <li>• Begin to use inverted commas to punctuate direct speech</li> <li>• Use exclamation marks correctly</li> </ul>	<p>pots, headland, unobtrusively, monstrous, cherished, tranquil, harbour, haul, set forth, no match for, brewed, loyal, fearsome, grasping, storm-wracked, perished, haunting, siren, writhing, laden</p>	<ul style="list-style-type: none"> <li>• Accuracy in using full range of punctuation taught in key stage 1</li> <li>• Mostly correct spelling</li> <li>• Make simple additions, revisions and proof-reading corrections to enhance their own writing</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
Katie Morag Adventures	'Katie Morag Adventures' By Mairi Hedderwick	<ul style="list-style-type: none"> <li>• Character description</li> <li>• Setting description</li> <li>• Story writing-based on Tiresome Ted</li> <li>• A recount-postcard from the Holiday children</li> <li>• Invitation- to the summer Celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Write down ideas and key words before beginning to write</li> <li>• Use a story mountain to plan a story</li> <li>• Recount events in chronological order</li> <li>• Re-reading to check that their writing makes sense( including verb tense)</li> <li>• Proof-read for errors in spelling, punctuation and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and correct use of past and present tense (including progressive form)</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Adverbs of time e.g. next, then</li> <li>• Use of commands (bossy/Imperative verbs)</li> <li>• Use Similes and alliteration for description</li> <li>• Use commas in a list</li> </ul>	<p>Comma alliteration</p> <p>Vocabulary linked to writing tasks: midden, boorach, wee, brae, bogie, loch</p>	

### Writing in Year 3

Learning Journey	Significant Texts	Writing Opportunities	Compositional Skills Planning, drafting, evaluating, proof-reading & editing, performing	Vocabulary, Grammar & punctuation Skills (see SPAG scheme)	New vocabulary/ Terminology	Mastery Opportunities
<p><b>Autumn Term</b> Cave Baby</p>	<p>'Cave Baby' by Julia Donaldson</p>	<ul style="list-style-type: none"> <li>Setting description - based on picture from Cave baby</li> <li>Short piece of dialogue</li> <li>Story writing- Intro &amp; build up based on Cave Baby</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocab &amp; grammar</li> <li>Use a writing frame to plan &amp; write a narrative</li> <li>Composing and rehearse sentences orally- including dialogue</li> <li>Create characters- through use of dialogue/expanded noun phrases</li> <li>Create settings- using expanded noun phrases</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and correct use of past tense</li> <li>Precise verb and adverb choices for dialogue</li> <li>Expanded noun phrases to describe and specify</li> <li>Begin to use fronted adverbials</li> <li>Introduction to inverted commas to punctuate speech</li> </ul>	<p>Speech marks, Inverted commas, fronted adverbial Alliteration</p> <p>Vocab linked to story writing: lonely, furious, fetches, mutters, restless, lurking, leaping, escaping, bare, rollick, frolic, romp</p>	<ul style="list-style-type: none"> <li>Opportunities to write for different purposes <b>and</b> audiences sustaining the form and awareness of audience throughout</li> <li>Draw upon reading as a stimulus for writing (language/ grammatical devices used for effect)</li> <li>Draw upon experience to make decisions about text organisation</li> <li>Accuracy in using full range of punctuation taught in key stage 1 &amp; year 3</li> <li>Mostly correct spelling</li> <li>Identify and make corrections to ensure coherence and cohesion and begin to review vocabulary choices and grammatical structures to inform/engage the reader</li> <li>Opportunities for writing conversations with peers and adults</li> </ul>
<p>Stone Age Boy</p>	<p>'Stone Age Boy' by Satoshi Kitamura</p>	<ul style="list-style-type: none"> <li>Diary entry from the point of view of a character in the Stone Age</li> <li>Diary entry from the point of view of a Stone Age character visiting present day</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>Composing and rehearse sentences orally- including dialogue</li> <li>Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Consistent and correct use of past tense</li> <li>Use of first person</li> <li>Expanded noun phrases to describe and specify</li> <li>Begin to use fronted adverbials</li> <li>Begin to use conjunctions to express time, place or cause (e.g. when, before, after so because)</li> </ul>	<p>Conjunction, recount, chronological order Expanded noun phrases Repetition (down, down down)</p> <p>Vocab linked to story writing: wandering, stumbled, realized, relief, stew, plastic, metal, striking, flint, spearheads, flint knapping, grindstone, ornaments, spear, mouth of a cave, archaeologist</p>	

<p>The Iron Man</p>	<p>'The Iron Man' by Ted Hughes</p>	<ul style="list-style-type: none"> <li>• Character description of the Iron Man</li> <li>• Dialogue- between Hogarth &amp; Dad</li> <li>• To write the 'problem' part of the Iron Man story</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>• Composing and rehearse sentences orally- including dialogue</li> <li>• Create characters- through use of dialogue/expanded noun phrases</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud part of their story to a partner, group to the whole class using appropriate intonation and controlling tone &amp; volume</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and correct use of past tense</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Inverted commas to punctuate speech</li> <li>• Use powerful verbs and adverbs when writing dialogue</li> <li>• Use similes to describe characters</li> </ul>	<p>Science fiction, simile repetition (deeper, deeper, deeper) Onomatopoeia</p> <p>Vocab linked to story writing: swayed, scattered, glided, peering, gleefully, craned, jabbed, darted, scuttling hither and thither, speechlessly, torso, immense, tractor, headlamps, ploughs, machinery, army, colossal, glared, bulldozers, guilty, earthquake, delicacies, astronomers, telescopes, indescribably, monstrosity, projectiles</p>	
<p>Iron age non-fiction</p>	<p>A range of non-fiction books on the Iron Age</p> <p>Research on computers about the Iron Age.</p>	<ul style="list-style-type: none"> <li>• A short section of a non-chronological report- Homes in the Iron Age</li> <li>• A non-chronological report- Life in the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>• Research, discuss and record ideas</li> <li>• Use a boxed up plan to organise and plan ideas</li> <li>• Use simple organisational devices of a non-chronological report e.g. headings and sub-headings</li> <li>• Begin to organise paragraph around a theme</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Choose nouns and third person pronouns for clarity and cohesion and to avoid repetition</li> <li>• Use of subject-specific/technical language</li> <li>• Use subordinating conjunctions to express time, place or cause</li> </ul>	<p>subordinate clause, non-chronological report,</p>	

<p><b>Spring Term</b> Save Our Blue Planet</p> <p>Writing to inform</p>	<p>'Little People Big Dreams' - David Attenborough</p> <p>'Clean Up' - Nathan Bryon</p>	<ul style="list-style-type: none"> <li>• A biography about David Attenborough</li> <li>• Explanation text about the process of recycling</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>• Sequence events in chronological order</li> <li>• Organise paragraphs around a theme</li> <li>• Openings and closings are signalled to the reader</li> <li>• Use simple organisational devices e.g. headings, sub headings &amp; captions</li> <li>• Make additions/make changes to e.g. vocabulary or grammar to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent &amp; correct use of the present (explanation text) &amp; past tense (biography)</li> <li>• Write in the third person</li> <li>• Use causal conjunctions e.g. because, therefore, as</li> <li>• Use of subject-specific/technical language</li> </ul>	<p>biography</p> <p>Vocab linked to writing task: university, fossils, naturalist, geology, zoology, degree, broadcaster, natural habitats, generations, knighthood, preserve, sanctuary, rescued</p>	<ul style="list-style-type: none"> <li>• Opportunities to write for different purposes and audiences sustaining the form and awareness of audience throughout</li> <li>• Draw upon reading as a stimulus for writing (language/ grammatical devices used for effect)</li> <li>• Draw upon experience to make decisions about text organisation</li> <li>• Accuracy in using full range of punctuation taught in key stage 1 &amp; year 3</li> <li>• Mostly correct spelling</li> <li>• Identify and make corrections to ensure coherence and cohesion and begin to review vocabulary choices and grammatical structures to inform/engage the reader</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
<p>Save Our Blue Planet</p> <p>Writing to persuade</p>	<p>'Greta and the Giants' - Zoe Tucker</p> <p>'Somebody Swallowed Stanley' - Sarah Roberts</p>	<ul style="list-style-type: none"> <li>• Persuasive letter</li> <li>• Persuasive paragraph to buy an item of choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>• Discuss and record ideas</li> <li>• Organise paragraphs around a theme</li> <li>• Openings and closings are signalled to the reader</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Assess the effectiveness of their own writing and others' writing and suggesting improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Write in the second/third person</li> <li>• Precise vocabulary choices e.g. adverbs and adjectives</li> <li>• Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use of rhetorical questions</li> <li>• Emotive language</li> </ul>	<p>rhetorical question emotive language rhyming onomatopoeia</p> <p>Vocab linked to writing task: lumbering oafs, factories, spoiling, trampled, embarrassed, greedy, repaired, tentacles, jellyfish, ordinary, barnacles, vast, spluttered, beady, squawking, skimmed, shore</p>	

<p>The Tin Forest</p>	<p>'The Tin Forest' by Helen Ward</p>	<p>Setting description of the tin forest</p> <p>Character description of the old man</p> <p>Setting description of the tropical forest</p> <p>Story based on their own version of the Tin forest</p>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>Discuss and record ideas</li> <li>Create settings, character and plot</li> <li>Proof-read for spelling and punctuation errors</li> <li>Make additions/make changes to e.g. vocabulary or grammar to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Expanded noun phrases &amp; adverbs to add interest and detail</li> <li>Consistent and correct use of the past tense in a story</li> <li>Inverted commas to punctuate speech</li> <li>Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> </ul>	<p>Vocab linked to writing task: windswept, exotic, sift, perch, emerge, sprouted, mingled, heart ached with emptiness, toucan, garbage, barren plain</p>	
<p>Sea Life Stories</p> <p>Writing to entertain</p>	<p>Range of sea creature poems</p> <p>'Flotsam' - David Wiesner</p>	<ul style="list-style-type: none"> <li>Setting description</li> <li>Poems</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>Compose and rehearse sentences orally</li> <li>Create a setting</li> <li>Proof read for spelling and punctuation errors</li> <li>Perform their poems to a group or the whole class using intonation and controlling the tone and volume so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify</li> <li>Use figurative language to describe e.g. similes, metaphors and personification.</li> <li>A range of poetic devices e.g. repetition, alliteration, rhyming</li> </ul>	<p>metaphor</p> <p>personification</p> <p>Vocab linked to writing task: magnifying glass, microscope, underwater camera, film, mechanical, island, travel</p>	
<p>Summer Term</p> <p>Greek myths &amp; legends</p> <p>Writing to entertain</p>	<p>Medusa and Athena</p> <p>Ariadna and the Hellish Helixous</p> <p>'Greek Myths' by Geraldine McCaughrean</p>	<ul style="list-style-type: none"> <li>Character description of a mythical character/creature</li> <li>Writing part of a myth (problem and resolution)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>Orally rehearse part of a myth-Pandora's box</li> <li>Discuss and record ideas</li> <li>Plan part of a myth using a story map</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify</li> <li>Powerful verbs and adverbs</li> <li>Use similes to enhance description</li> <li>Fronted adverbials</li> <li>Consistent and correct use of the past tense in a story</li> </ul>	<p>Myth, legend</p> <p>Vocab linked to writing task: mythical creatures, hero/heroine, god / goddess, gorgon, Athens, Mount Olympus, Parthenon, heroic, wisdom, rage, kingdom, Labyrinth, Cyclops</p>	<ul style="list-style-type: none"> <li>Opportunities to write for different purposes and audiences sustaining the form and awareness of audience throughout</li> <li>Draw upon reading as a stimulus for writing (language/ grammatical devices used for effect)</li> <li>Draw upon experience to make decisions about text organisation</li> </ul>

			<ul style="list-style-type: none"> <li>• Create character and develop plot</li> <li>• Organise paragraphs around a theme</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Make additions/make changes to e.g. vocabulary or grammar to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas to punctuate speech</li> </ul>		<ul style="list-style-type: none"> <li>• Accuracy in using full range of writing punctuation taught in key stage 1 &amp; year 3</li> <li>• Mostly correct spelling</li> <li>• Identify and make corrections to ensure coherence and cohesion and begin to review vocabulary choices and grammatical structures to inform/engage the reader</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
<p>The Groovy Greeks</p> <p>Writing to Inform</p>	<p>‘So you think you’ve got it bad? A Kid’s Life in Ancient Greece’ by Chae Strathie</p> <p>‘The Ancient Greeks’ by Pat Taylor</p> <p>‘Everyday Life in Ancient Greece’ by Anne Pearson</p>	<ul style="list-style-type: none"> <li>• Non chronological report about the Ancient Greeks</li> <li>• Diary entry in the life of a Greek child</li> <li>• Recount- Greek day</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>• Research, discuss and record ideas</li> <li>• Organise paragraphs around a theme</li> <li>• Use simple organisational devices of a non-chronological report e.g. headings and sub-headings</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Make additions/make changes to e.g. vocabulary or grammar to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent and correct use of the past tense</li> <li>• Use of precise, technical vocabulary</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Consistent and correct use of past tense</li> <li>• Use of first person</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Use fronted adverbials</li> </ul>	<p>Vocab linked to task: Athens, democracy, gods / goddesses, Parthenon, temples, trade, chiton, animal sacrifice, afterlife, literature</p>	
<p>Convince Me</p> <p>Writing to Persuade</p>	<p>Are you what you eat? DK</p>	<ul style="list-style-type: none"> <li>• Persuasive poster advert for an ancient Greek toy</li> <li>• Persuasive speech for healthy eating - link to DT food topic</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure</li> <li>• Compose and rehearse sentences orally</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Make additions/make changes to e.g.</li> </ul>	<ul style="list-style-type: none"> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases for exaggeration</li> <li>• Use other persuasive language techniques e.g. emotive language (powerful verbs and adverbs), rhetorical questions</li> <li>• Extend the range of sentences with more</li> </ul>	<p>Persuasion rhetorical question, exaggeration, emotive language</p>	

			<p>vocabulary or grammar to enhance the writing</p> <ul style="list-style-type: none"><li>• Read aloud/perform their using appropriate intonation and controlling tone &amp; volume</li></ul>	<p>than one clause by using a wider range of conjunctions, including when, if, because, although</p>		
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## Writing in Year 4

Learning Journey	Significant Texts	Writing Opportunities	Compositional Skills Planning, drafting, evaluating, proof-reading & editing, performing	Vocabulary, Grammar & punctuation Skills (see SPAG scheme)	New vocabulary/ Terminology	Mastery Opportunities
<p><b>Autumn Term</b> Escape from Pompeii</p>	<p>‘Escape from Pompeii’ by Christina Balti</p> <p>‘Pompeii’ by Usborne Young Readers</p>	<ul style="list-style-type: none"> <li>• Write a detailed setting description</li> <li>• Write the problem of a story, focusing on character dialogue and reactions</li> <li>• Write the problem, resolution and the end of a story involving a volcanic eruption</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar &amp; punctuation</li> <li>• Plan their writing by discussing and recording ideas using a S map</li> <li>• Create settings- using expanded noun phrases</li> <li>• Create characters- using ‘show not tell’ and by developing dialogue</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud part of their story, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech correctly</li> <li>• Use of precise verbs and adverbs when writing dialogue</li> <li>• Use fronted adverbials punctuated with a comma to start sentences in different ways</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• The grammatical difference between plural and possessive - s</li> </ul>	<p>reporting clause pronoun, possessive pronoun, determiner adverbial</p> <p>Vocab linked to writing tasks: Forum, tradesmen, Pompeii, Italy, Mt Vesuvius, volcano, Naples, tremor</p>	<ul style="list-style-type: none"> <li>• Opportunities to write for a range of purposes showing a clear awareness of audience throughout</li> <li>• Time to write entirely independently from a great stimulus</li> <li>• Draw upon their own reading, selecting and using vocabulary and grammatical devices for precision and effect</li> <li>• Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>• Mostly correct spelling</li> <li>• Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>

<p>Journey to the Centre of the Earth</p>	<p>'Journey to the Centre of the Earth' (Usborne Abridged) 'Dear Mr. Enormous Crocodile' letter</p>	<ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Informal letter from one character to another.</li> <li>• Recount from a different character's point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing and recording ideas</li> <li>• Begin to organise paragraphs around a theme</li> <li>• Use simple organisational devices of a letter</li> <li>• Proof-read for spelling &amp; punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials to sequence events and punctuate accurately with a comma</li> <li>• Use the past tense accurately and consistently</li> <li>• The grammatical difference between plural and possessive - s</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Begin to recognise/distinguish between formal and informal vocabulary choices</li> </ul>	<p>Determiner, Pronoun, Possessive pronoun, Adverbial</p> <p>Vocab linked to writing tasks: eccentric, ascent/descent, base/peak, smithereens, stalactites, mouth (cave)</p>	
<p>Cracking Contraptions</p>	<p>Wallace and Gromit's Snoozatron from 'Cracking Contraptions'</p>	<ul style="list-style-type: none"> <li>• An explanation text for Wallace's 'Snooze-a-tron'</li> <li>• An explanation text for their own 'Cracking Contraption' creations</li> </ul>	<ul style="list-style-type: none"> <li>• Plan by discussing and recording ideas</li> <li>• Use simple organisational devices e.g. headings and sub-headings and presentational features e.g. of an explanation text.</li> <li>• Write in chronological order and begin to use paragraphs to sequence events in a process</li> <li>• Evaluate and edit by assessing the effectiveness of their own <b>and others'</b> writing and suggesting improvements.</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate technical vocabulary</li> <li>• Use cause and effect conjunctions to extend sentences and explain a process</li> <li>• 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)</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid clarity, cohesion and avoid repetition</li> </ul>	<p>Imperative verb, Determiner, Pronoun, Possessive pronoun, Adverbial,</p> <p>Vocab linked to writing tasks: Purpose, level, cause and effect conjunctions, process, result, activate</p>	

			appropriate intonation and controlling the tone and volume so that the meaning is clear			
The Tunnel	'The Tunnel' by Anthony Browne.	<ul style="list-style-type: none"> <li>Description of a character within a setting.</li> <li>A narrative poem based on their own version of The Tunnel.</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write</li> <li>Explore and use poetic devices</li> <li>Make additions/make changes to e.g. vocabulary, punctuation or grammar to enhance the writing</li> <li>Read aloud and perform their narrative poem to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>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)</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use figurative language to describe e.g. similes, metaphors and personification.</li> </ul>	Metaphor personification  Vocab linked to writing tasks: timid, responsible, abundant, dilemma	
Spring Term Beowulf	'Beowulf' by Michael Morpurgo  Usbourne Young Reader's Beowulf	<ul style="list-style-type: none"> <li>Write a detailed setting description- inside and outside the castle of Hereot</li> <li>Write a resolution and ending- their own version of Beowulf story</li> </ul>	<ul style="list-style-type: none"> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar &amp; punctuation</li> <li>Create settings &amp; develop plot</li> <li>Create characters by developing dialogue</li> <li>Organise paragraphs around a theme</li> <li>Proof-read for spelling and punctuation errors</li> <li>Read aloud part of their story, to a group or the whole class, using</li> </ul>	<ul style="list-style-type: none"> <li>Use and punctuate direct speech correctly</li> <li>Use of precise verbs and adverbs when writing dialogue</li> <li>Use fronted adverbials punctuated with a comma to sequence events</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Use apostrophes to show possession including plural possession</li> </ul>	Possessive apostrophe, plural possession, quest, legend  Vocab linked to writing tasks: craggy, moor, Denmark / Sweden, feast, lair, warrior, Thanes / Danes	<ul style="list-style-type: none"> <li>Opportunities to write for a range of purposes showing a clear awareness of audience throughout</li> <li>Time to write entirely independently from a great stimulus</li> <li>Draw upon their own reading, selecting and using vocabulary and grammatical devices for precision and effect</li> <li>Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>Mostly correct spelling</li> <li>Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>

			appropriate intonation and controlling the tone and volume so that the meaning is clear			<ul style="list-style-type: none"> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
The Ultimate Guide to Elves and Sprites	<p>'Cave Elves' by Pie Corbett</p> <p>'Forest Sprites' by Pie Corbett</p>	<ul style="list-style-type: none"> <li>• Non-chronological report- sections written across a sequence of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing and recording ideas</li> <li>• Organise paragraphs around a theme</li> <li>• Use simple organisational devices of a non-chronological report e.g. headings and sub-headings</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Make additions/make changes to e.g. vocabulary or grammar to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials to sequence events and punctuate accurately with a comma</li> <li>• The grammatical difference between plural and possessive - s</li> <li>• Extend the range of sentence types by using a wider range of conjunctions e.g. when, if because, although</li> <li>• Use appropriate technical vocabulary</li> </ul>	Vocab linked to writing tasks: habitat, broad, cavern, hermits, nocturnal, foundlings	
How to Train Your Dragon	'How To Train Your Dragon' by Cressida Cowell	<ul style="list-style-type: none"> <li>• Newspaper Report - sections will be written across a sequence of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar &amp; punctuation</li> <li>• Use simple organisational devices of a newspaper report e.g. headline, captions etc.</li> <li>• Write in chronological order and use paragraphs to sequence events</li> <li>• Evaluate and edit by assessing the effectiveness of their own <b>and others'</b> writing and</li> </ul>	<ul style="list-style-type: none"> <li>• Use the past tense consistently</li> <li>• Use the third person</li> <li>• Use and punctuate direct speech accurately</li> <li>• Vary the range of sentence types- begin to change the position of the subordinate clause</li> <li>• Use cohesive devices: appropriate choice of pronoun, fronted adverbials, subordinating conjunctions</li> </ul>	<p>Journalist, Headline, alliteration, pun, caption, columns, Eye-witness</p> <p>Vocab linked to writing tasks: heir, extinct, bleak, tame</p>	

			<ul style="list-style-type: none"> <li>suggesting improvements.</li> <li>• Proof-read for spelling and punctuation errors</li> </ul>			
<p>Scandinavia Mania</p>	<p>Model Persuasive texts: <i>Hobbledown</i> <i>Drayton Manor</i> <i>8 Gladfly Drive</i></p>	<ul style="list-style-type: none"> <li>• Write a persuasive advert for 'Gobbledown.'</li> <li>• Write a persuasive advert for 'Scandinavia Mania' - own Viking theme park</li> <li>• Plan and deliver a persuasive pitch</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by discussing writing similar to that which they are planning to write</li> <li>• Plan writing by researching, discussing and recording ideas</li> <li>• Composing and rehearse sentences orally</li> <li>• Make additions/make changes to e.g. vocabulary or grammar, including accurate use of pronouns in sentences, to enhance the writing</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud and perform their pitch using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases for exaggeration</li> <li>• Use other persuasive language techniques e.g. emotive language (powerful verbs and adverbs), rhetorical questions, formal/informal language</li> <li>• Use cohesive devices: appropriate choice of pronoun, fronted adverbials, subordinating conjunctions</li> </ul>	<p>Exaggeration, emotive, pitch</p> <p>Vocab linked to writing tasks: unique, array, slogan, iconic, interactive, excursion, attraction, captivity</p>	
<p>Summer Term Cinderella of the Nile</p>	<p>'Cinderella of the Nile' by Beverley Naidoo</p> <p>Collection of well-known fables: The Boy who Cried Wolf, The Ant and the Grasshopper &amp; The Tortoise and The Hare</p>	<ul style="list-style-type: none"> <li>• Character description</li> <li>• Dialogue between two characters</li> <li>• Writing own fable with a clear moral</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar &amp; punctuation</li> <li>• Create characters by developing dialogue</li> <li>• Create settings, character &amp; develop plot</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech correctly</li> <li>• Use fronted adverbials punctuated with a comma to sequence events</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Use of figurative language</li> <li>• Use cohesive devices: appropriate choice of</li> </ul>	<p>Vocab linked to writing tasks: fable, moral, river Nile, Egypt, bandit, Pharaoh, (Personality) trait</p>	<ul style="list-style-type: none"> <li>• Opportunities to write for a range of purposes showing a clear awareness of audience throughout</li> <li>• Time to write entirely independently from a great stimulus</li> <li>• Draw upon their own reading, selecting and using vocabulary and grammatical devices for precision and effect</li> <li>• Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>• Mostly correct spelling</li> </ul>

			<ul style="list-style-type: none"> <li>• Paragraphs to order ideas</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud part of their fable, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• pronoun, fronted adverbials, subordinating conjunctions</li> <li>• Use figurative language to enhance description e.g. similes, metaphors and personification</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> <li>• Opportunities for writing conversations with peers and adults</li> </ul>
The Story of Tutankhamun	<p>'The Story of the Tutankhamun' by Patricia Cleveland-Peck</p> <p>Extracts from newspaper reports</p>	<ul style="list-style-type: none"> <li>• Part of a biography of King Tut</li> <li>• Recount from Howard Carter's point of view.</li> <li>• Newspaper report about the discovery of the tomb.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing and recording ideas</li> <li>• Use simple organisational devices of a newspaper report e.g. headline, captions etc.</li> <li>• Include eye-witness accounts</li> <li>• Write in chronological order and use paragraphs to sequence events</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Make additions/make changes to e.g. vocabulary or grammar to enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use the past tense consistently</li> <li>• Use the first and third person (when appropriate)</li> <li>• Using subordinating conjunctions to write multi-clause sentences.</li> <li>• Using fronted adverbials at the beginning of paragraphs.</li> <li>• Distinguishing between facts and opinions.</li> <li>• Using features of newspaper reports e.g. introduction, eye-witness statements, formal language etc</li> </ul>	Vocab linked to writing tasks: sarcophagus, shrine, burial, chamber, tomb, Egyptologist, excavate, archaeologist, concession/permit, telegram	
Holes	'Holes' by Louis Sachar	<ul style="list-style-type: none"> <li>• Informal letter - balancing information and description.</li> <li>• Piece of dialogue between two characters.</li> <li>• Retelling of a story (linked to Black History)</li> </ul>	<ul style="list-style-type: none"> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar &amp; punctuation</li> <li>• Create characters by developing dialogue, description and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech correctly</li> <li>• Use fronted adverbials punctuated with a comma to sequence events</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Use of figurative language</li> </ul>	<p>juvenile outlaw premises/compound desolate wasteland barren</p> <p>American terminology: canteen (water bottle), cot (bed), sneakers (trainers).</p>	

- Create settings, character & develop plot
- Paragraphs to order ideas
- Proof-read for spelling and punctuation errors
- Read aloud part of their writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Use cohesive devices: appropriate choice of pronoun, fronted adverbials, subordinating conjunctions
- Use figurative language to enhance description e.g. similes, metaphors and personification

## Writing in Year 5

Learning Journey	Significant Texts	Writing Opportunities	Compositional Skills Planning, drafting, evaluating, proof-reading & editing, performing	Vocabulary, Grammar & punctuation Skills (see SPAG scheme)	New vocabulary/ Terminology	Mastery Opportunities
<p><b>Autumn Term</b> Romeo and Juliet</p>	<p>Extracts from <i>Romeo &amp; Juliet</i> by William Shakespeare</p> <p><i>Shakespeare Stories</i> by Leon Garfield and Michael Foreman</p>	<ul style="list-style-type: none"> <li>Diary entry (from the viewpoint of a character)</li> <li>Setting &amp; character descriptions</li> <li>Narrative (alternative story ending)</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and inferences drawn from the text</li> <li>Consider how authors have developed characters and settings from books read or listened to</li> <li>Make language choices that show good awareness of the reader (use of the first person in diary, third person in a story, figurative language)</li> <li>In narratives, describe settings, characters and atmosphere</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Assessing the effectiveness of their own writing and proposing changes to vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Punctuating direct speech correctly</li> <li>Using fronted adverbials and punctuating correctly and consistently</li> <li>Relative clauses using relative pronouns</li> </ul>	<p>Relative clause Relative pronoun Figurative language</p> <p>Vocabulary linked to writing tasks: Verona, tragedy, banish, justice, judgement, suicide, rapier</p>	<ul style="list-style-type: none"> <li>Opportunities to write for a range of purposes &amp; audiences, making independent choices about what and how to write, selecting the appropriate form</li> <li>Opportunities to write in the style of different authors</li> <li>Draw independently on what they have read as models for their own writing</li> <li>Select and use punctuation taught so far accurately and effectively to enhance punctuation</li> <li>Mostly correct spelling</li> <li>Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>
<p><b>The Best of the Bess</b></p>	<p><i>Treason</i> by Berlie Doherty</p> <p>Extracts from <i>Kings and Queen's</i> by Tony Robinson</p>	<ul style="list-style-type: none"> <li>Non-Chronological report (Queen Elizabeth I)</li> <li>Non-Chronological report (Chosen topic)</li> <li>Recount (set in Tudor period)</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research from historical sources</li> <li>Identify audience &amp; purpose of writing &amp; use other writing as models for their own</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of cohesive devices within &amp; across paragraphs : repetition of a word or phrase, use of adverbials, conjunctions, pronouns or varied name/noun</li> <li>Identifying and using formal language (vocabulary and grammatical structures)</li> </ul>	<p>Formal Cohesive devices</p> <p>Vocabulary linked to writing tasks: court, courtier, banquet, coronation, succession, execution, Armada</p>	

			<ul style="list-style-type: none"> <li>• Use organisational and presentational devices to structure writing &amp; support the reader (<i>headings, sub-headings &amp; bullet points</i>)</li> <li>• Selecting appropriate grammar and vocabulary to enhance meaning (recount - to set scene and create atmosphere consistent with historical knowledge)</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using figurative language to develop description</li> <li>• Relative clauses using relative pronouns</li> <li>• Use commas to clarify meaning or to avoid ambiguity in writing</li> </ul>		
Invasion of Persuasion	Range of persuasive text examples	<ul style="list-style-type: none"> <li>• Balanced argument (Should animals live in zoos?)</li> <li>• Balanced argument (Should Henry VIII have reformed the Church of England?)</li> <li>• Persuasive speech</li> </ul>	<ul style="list-style-type: none"> <li>• Identify audience &amp; purpose of writing &amp; selecting the appropriate tone and structures</li> <li>• Plan their writing by developing initial ideas to form detailed paragraphs</li> <li>• Selecting appropriate grammar and vocabulary to suit purpose of writing (formal and persuasive language features)</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (persuasive pitches performed and recorded)</li> </ul>	<ul style="list-style-type: none"> <li>• Using conjunctions, adverbial and prepositional phrases to express time and cause</li> <li>• Select appropriate grammar and vocabulary to enhance meaning: <ul style="list-style-type: none"> <li>-Precise verb choices</li> <li>-Modal verbs to indicate a degrees of possibility</li> </ul> </li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (<i>If I were you...</i>)</li> </ul>	<p>Statistics Argument Persuasion Adverbial phrase Prepositional phrase</p> <p>Vocabulary linked to writing task: captivity, humane, reformation, Catholic, Protestant, product</p>	

			<ul style="list-style-type: none"> <li>Assess the effectiveness of their own and others' writing, proposing changes to vocabulary and grammar (to enhance power of persuasion)</li> <li>Proof-read for spelling &amp; punctuation errors</li> </ul>			
<p>Ring A Ring O' Roses</p>	<p>'Plague: Outbreak in London' by Tony Bradman</p> <p>The Great Plague (2012 KS2 SATs reading text)</p>	<ul style="list-style-type: none"> <li>Non-chronological report (The Great Plague)</li> <li>Newspaper report (Great Fire of London)</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research from historical sources</li> <li>Identify audience &amp; purpose of writing &amp; use other writing as models for their own</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Use organisational and presentational devices to structure writing &amp; support the reader (headings, sub-headings &amp; bullet points)</li> <li>Assess the effectiveness of their own and others' writing, proposing changes to vocabulary choices and grammar</li> <li>Proof-read for spelling &amp; punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of cohesive devices within &amp; across paragraphs : repetition of a word or phrase, use of adverbials, conjunctions, pronouns or varied name/noun</li> <li>Identifying and using formal language (vocabulary and grammatical structures)</li> <li>Using expanded noun phrases to convey complicated information concisely</li> <li>Using conjunctions, adverbial and prepositional phrases to express time and cause</li> <li>Use direct speech correctly for quotes in newspaper report</li> </ul>	<p>Prepositional phrase</p> <p>Adverbial phrase (fronted adverbials)</p> <p>Vocabulary linked to writing task: disease, bacteria, pandemic, remedies, originated</p>	
<p>Spring Term</p> <p>Oliver Twist</p>	<p>'Oliver Twist' by TreeTops Classics</p>	<ul style="list-style-type: none"> <li>Setting and character description (Oliver Twist in the workhouse)</li> <li>Narrative</li> <li>Persuasive letter (to the Prime Minister)</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and inferences made or discussed</li> <li>Make language choices that show good awareness of the reader (use of the first person in a letter and diary, third</li> </ul>	<ul style="list-style-type: none"> <li>Use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>Use of relative clauses beginning with relative pronouns who, which, where, when, whose</li> </ul>	<p>Multi-clause</p> <p>Demarcate</p> <p>Vocabulary linked to writing tasks: workhouse, conditions, warden, gruel, unemployment, poverty, labour, unacceptable, charitable, destitute</p>	<ul style="list-style-type: none"> <li>Opportunities to write for a range of purposes &amp; audiences, making independent choices about what and how to write, selecting the appropriate form</li> <li>Opportunities to write in the style of different authors</li> <li>Draw independently on what they have read as models for their own writing</li> </ul>

		<ul style="list-style-type: none"> <li>Diary entry as Sir Thomas Barnardo</li> </ul>	<ul style="list-style-type: none"> <li>person in narrative, figurative language)</li> <li>Describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character's feelings &amp; to advance the action</li> <li>Selecting appropriate grammar and vocabulary to suit purpose of writing (formal and persuasive language features)</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (persuasive letters performed and recorded)</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>Using commas correctly for lists and to demarcate clauses</li> <li>Select appropriate grammar and vocabulary to enhance meaning: <ul style="list-style-type: none"> <li>-Precise verb choices</li> <li>-Modal verbs to indicate a degrees of possibility</li> </ul> </li> <li>Recognising vocabulary and structures that are appropriate for formal letter writing, including subjunctive forms (<i>If I were you...</i>)</li> </ul>		<ul style="list-style-type: none"> <li>Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>Mostly correct spelling</li> <li>Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>
The Giant's Necklace	The Giant's Necklace by Michael Morpurgo	<ul style="list-style-type: none"> <li>Setting descriptions (beach and another of their choice)</li> <li>Diary entry (in character)</li> <li>Newspaper report</li> <li>Review of holiday destination</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and inferences made or discussed</li> <li>Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, captions, diagrams</li> <li>Make language choices that show good awareness of the</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring the correct and consistent use of tense throughout (combination of past and present in diary)</li> <li>Use of relative clauses beginning with relative pronouns who, which, where, when, whose</li> <li>Use multi-clause sentences to develop detail and engage the reader</li> <li>Linking ideas across paragraphs using</li> </ul>	<p>Parenthesis Reported (indirect) speech Colon</p> <p>Vocabulary linked to writing tasks: coastal, picturesque, tranquil, tide, cove</p>	

			<p>reader (e.g direct address for review, figurative language in descriptions and narrative)</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Assess the effectiveness of their own and others' writing</li> </ul>	<p>subordinate clauses, repetition, comparison etc.</p>		
<p>The Highwayman</p>	<p>'The Highwayman' poem by Alfred Noyes</p>	<ul style="list-style-type: none"> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• Use of tone, expression, pace to engage with audience and enhance meaning of their poetry</li> <li>• Assessing the effectiveness of their own and others' writing/performance</li> </ul>	<ul style="list-style-type: none"> <li>• using commas (in poetry) to clarify meaning or avoid ambiguity in writing</li> <li>• Selecting vocabulary to enhance meaning</li> <li>• Make language choices that show good awareness of the reader/audience (e.g <i>rhythm, rhyme, repetition, alliteration, assonance, structure, verses</i>)</li> </ul>	<p>Assonance Rhythm Verse</p>	
<p>Summer Term The Explorer</p>	<p>'The Explorer' by Katherine Rundell  'Incredible Eco-systems of Planet Earth' by Rachel Ignatofsky</p>	<ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Diary entry</li> <li>• Character description (comparison - mastery opportunity)</li> <li>• Narrative</li> <li>• Instructions text</li> <li>• Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate form and using other similar writing as models for their own</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character's personalities and feelings and to advance the action</li> <li>• Use organisational and presentational devices to structure text and to guide the reader e.g. <i>headings, bullet</i></li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriately the range of punctuation for year 5</li> <li>• Use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>• Using third person accurately for reported speech</li> <li>• Use brackets, dashes or commas to mark parenthesis</li> </ul>	<p>Vocabulary linked to writing tasks: eco-system, canopy, tropical, dense, humid, arrogant, egotistical, gaunt, malnourished</p>	<ul style="list-style-type: none"> <li>• Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>• Mostly correct spelling</li> <li>• Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>

			<p><i>points, underlining, captions, diagrams</i></p> <ul style="list-style-type: none"> <li>• Make language choices that show good awareness of the reader- use of <i>figurative language in fiction genres and cohesive devices in non-fiction</i></li> <li>• Select appropriate grammar and vocabulary to change and enhance meaning</li> <li>• Assess the effectiveness of their own and others' writing and accuracy of their own and others' punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a colon to introduce a list - for summer</li> </ul>		
Barrack Obama	<p>The Extraordinary life of Rosa Parks</p> <p>Extracts from Barrack Obama's speeches</p>	<ul style="list-style-type: none"> <li>• Biography (Barrack Obama or Kamala Harris)</li> <li>• Persuasive speech</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate form and using other similar writing as models for their own</li> <li>• Note and develop initial ideas, drawing on reading, discussion and own research</li> <li>• Précising longer passages to select and organise key information for biography</li> <li>• Select appropriate grammar and vocabulary to persuade audience</li> <li>• Deliver their own speech using appropriate intonation and volume so that meaning is clear</li> <li>• Assess the effectiveness of their own and others' writing and compositions (perform and record speeches)</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriately the range of punctuation for year 5</li> <li>• Select vocabulary and structures that are appropriate for the style of writing (e.g. modal verbs, listing, repetition, formal language, over use of persuasive words or phrases)</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Use brackets, dashes or commas to mark parenthesis</li> </ul>		

Flat Life	Film clip	<ul style="list-style-type: none"> <li>• Letter of complaint</li> <li>• Persuasive advert</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary to suit purpose and audience (formal language, multi-clause sentences for letter, persuasive devices for advert)</li> <li>• Note and develop initial ideas to organise into paragraphs</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriately the range of punctuation for year 5</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs</li> <li>• Making language choices that show good awareness of the reader- (use of present tense, formal language choices, cause and effect conjunctions)</li> </ul>		
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## Writing in Year 6

Learning Journey	Significant Texts	Writing Opportunities	Compositional Skills Planning, drafting, evaluating, proof-reading & editing, performing	Vocabulary, Grammar & punctuation Skills (see SPAG scheme)	New vocabulary/ Terminology	Mastery Opportunities
<p><b>Autumn Term</b> Adventures of an Evacuee</p>	<p>'Friend or Foe' by Michael Morpurgo  'Carrie's War' by Nina Baldwin</p>	<ul style="list-style-type: none"> <li>Letter writing (from the viewpoint of an evacuee WW2)</li> <li>Setting &amp; character descriptions</li> <li>Adventure Story (linked to evacuation in WW2)</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research from historical sources</li> <li>Consider how authors have developed characters and settings from books read or listened to</li> <li>Make language choices that show good awareness of the reader (use of the first person in a letter, third person in a story, figurative and colloquial language)</li> <li>Integrate dialogue to convey character &amp; to advance the action</li> <li>Describe settings, characters and atmosphere</li> <li>Proof-read for spelling &amp; punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the consistent and correct use of tense</li> <li>Relative clauses using relative pronouns or an omitted relative pronoun</li> <li>Use a range of cohesive devices within &amp; across paragraphs : repetition of a word or phrase, use of adverbials, conjunctions, pronouns or varied name/noun, reference to earlier topics</li> </ul>	<p>Colloquial language Cohesion/cohesive devices</p> <p>Vocabulary linked to writing tasks: evacuee, evacuation, billeting officer</p>	<ul style="list-style-type: none"> <li>Opportunities to write for a range of purposes &amp; audiences, making independent choices about what and how to write, selecting the appropriate form</li> <li>Opportunities to write in the style of different authors</li> <li>Draw independently on what they have read as models for their own writing</li> <li>Select and use punctuation taught so far accurately and effectively to enhance punctuation</li> <li>Mostly correct spelling</li> <li>Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>
<p>Famous Lives of WW2</p>	<p>Anne Frank: The Diary of a Young Girl  Anne Frank (Usborne)  Extracts from Winston</p>	<ul style="list-style-type: none"> <li>Diary Entry</li> <li>Non-Chronological report (Winston Churchill)</li> <li>Biography (Winston Churchill)</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research from historical sources</li> <li>Identify audience &amp; purpose of writing &amp; use other writing as models for their own</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of cohesive devices within &amp; across paragraphs : repetition of a word or phrase, use of adverbials, conjunctions, pronouns or varied name/noun, reference to earlier topics</li> </ul>	<p>Biography Synonym Colon Semi-colon</p> <p>Vocabulary linked to writing tasks: annexe, abide, satchel, concentration camp, mere</p>	

	Churchill's Speeches & Biography		<ul style="list-style-type: none"> <li>• Use simple devices to structure writing &amp; support the reader (headings, sub-headings &amp; bullet points)</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>• Commas and brackets for parenthesis</li> <li>• Use of colons to introduce a list and use of semi-colons within lists</li> </ul>		
Rose Blanche	Rose Blanche by Ian McEwan	<ul style="list-style-type: none"> <li>• Character &amp; setting descriptions</li> <li>• Short narrative of Rose Blanche (told from a chosen character's perspective)</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how authors have developed characters and settings</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character &amp; to advance the action</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Proof-read for spelling &amp; punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses using relative pronouns or an omitted relative pronoun</li> <li>• Select appropriate grammar and vocabulary to enhance meaning: <ul style="list-style-type: none"> <li>-Precise verb choices</li> <li>-Modal verbs to indicate a degrees of possibility</li> <li>-Passive voice to affect presentation of information in a sentence</li> </ul> </li> </ul>	Subject, object Passive voice	Vocabulary linked to writing task: lumbering, sorrow, motionless, retreated, advanced
The Snowman	'The Snowman Picture Book' by Raymond Briggs	<ul style="list-style-type: none"> <li>• Character &amp; setting descriptions</li> <li>• Short narrative of the Snowman story</li> <li>• Poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how authors have developed characters and settings from using film clips</li> <li>• In narratives, describing settings, characters and atmosphere</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Perform own composition, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate vocabulary to enhance meaning</li> <li>• -Use noun phrases by addition of modifying adjective, noun and prepositional phrases to convey information precisely</li> <li>• -Use of figurative language</li> <li>• Use of the semi-colon to mark boundaries between independent clauses</li> <li>•</li> </ul>	Prepositional phrase Figurative language	

<p><b>Spring Term</b> A Journey Through Africa (The Congo)</p>	<p>Rainforest Quest- a short story</p>	<ul style="list-style-type: none"> <li>• Setting description of the Congo</li> <li>• Non-chronological report- The Congo</li> <li>• Adventure story (with a flashback) linked to the Congo rainforest</li> </ul>	<ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading and research from documentary clips</li> <li>• Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>• Use devices to build cohesion within and across paragraphs (e.g. pronouns, subordinating and co-ordinating conjunctions, synonyms, adverbials)</li> <li>• Make language choices that show good awareness of the reader (use of the first person in a letter, third person in a story, figurative and colloquial language)</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character &amp; to advance the action</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>• Use of relative clauses beginning with relative pronouns who, which, where, when, whose &amp; that or an implied omitted pronoun</li> <li>• Use brackets, dashes or commas to mark parenthesis</li> <li>• Use of hyphens</li> </ul>	<p>Flashback</p> <p>Vocabulary linked to writing tasks: flora, fauna, canopy, ecosystem, species, habitat, endangered, extinct, remedy, complexion, medicinal, dense, interspersed</p>	<ul style="list-style-type: none"> <li>• Opportunities to write for a range of purposes &amp; audiences, making independent choices about what and how to write, selecting the appropriate form</li> <li>• Opportunities to write in the style of different authors</li> <li>• Draw independently on what they have read as models for their own writing</li> <li>• Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>• Mostly correct spelling</li> <li>• Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>
<p><b>Keeping Healthy</b></p>	<p>Range of Healthy Living leaflets &amp; websites Non-fiction Keeping Healthy books</p>	<ul style="list-style-type: none"> <li>• Plan and write a leaflet for a younger audience based on Keeping Healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Note and develop initial ideas, drawing on reading &amp; research</li> <li>• Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, captions, diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Use a colon to introduce a list</li> <li>• Punctuate bullet points consistently</li> <li>• Use brackets, dashes or commas to mark parenthesis</li> <li>• Use of the colon to introduce a list and use of semi-colons within lists</li> </ul>	<p>Vocabulary linked to writing tasks: lifestyle, balanced diet, wholesome, physical and mental health, well-being, recommend, essential</p>	

			<ul style="list-style-type: none"> <li>• Make language choices that show good awareness of the reader (e.g direct address in instructions, informal language choices to engage a younger audience, subject specific vocabulary)</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Assess the effectiveness of their own and others' writing</li> </ul>			
King Kong	'King Kong' by Anthony Browne	<ul style="list-style-type: none"> <li>• A diary entry</li> <li>• A play script</li> <li>• A newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>• Identify audience &amp; purpose of writing &amp; use other writing as models for their own</li> <li>• Use simple devices to structure writing &amp; support the reader</li> <li>• Use appropriate vocabulary and grammatical structures (e.g. range of present tense verb forms, passive verbs, contracted forms)</li> <li>• Use devices to build cohesion within and across paragraphs (e.g. pronouns, subordinating and co-ordinating conjunctions, synonyms, adverbials of time and place)</li> <li>• Ensure the consistent &amp; correct use of tense throughout a piece</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Perform their own compositions using appropriate intonation, volume &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between passive and active verb forms and when to use them</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> <li>• Integrate reported and direct speech into paragraphs</li> <li>• Use of ellipsis to show missing words in reported speech</li> </ul>	<p>Ellipses Reported and direct speech Passive and active verb forms</p> <p>Vocabulary linked to writing task: ominous, natives, relentlessly, chasm, ravine, perilously, enraged, rampaging, auditorium, panic-stricken</p>	

			movement so that meaning is clear			
<b>The Lost Happy Ending</b>	'The Lost Happy Ending' by Carol Ann Duffy	<ul style="list-style-type: none"> <li>• A setting description of the forest</li> <li>• An alternative ending to a well-known fairy story</li> <li>• An alternative ending to The Lost Happy Endings</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how authors have developed characters and settings</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character &amp; to advance the action</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• Proof-read for spelling &amp; punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses using relative pronouns or an omitted relative pronoun</li> <li>• Use of grammar and vocabulary to enhance meaning: <ul style="list-style-type: none"> <li>-Figurative language</li> <li>-Precise verb choices</li> <li>-Modal verbs to indicate a degrees of possibility</li> </ul> </li> </ul>	Vocabulary linked to writing tasks: kindling, noosed, lair, hideously, cinders	
<b>Red</b>	Chaperon Rouge video clip Short story: 'Red' Talk for Writing	<ul style="list-style-type: none"> <li>• A setting description (mirroring feelings)</li> <li>• A paragraph evoking fear</li> <li>• A short tale of Fear</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how authors have developed characters and settings</li> <li>• Describe settings, characters and atmosphere</li> <li>• Use devices to build cohesion within and across paragraphs (e.g. pronouns, subordinating and co-ordinating conjunctions, synonyms, adverbials of time and place)</li> <li>• Proof-read for spelling &amp; punctuation errors</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Use of grammar and vocabulary to enhance meaning: <ul style="list-style-type: none"> <li>-Figurative language</li> <li>-Powerful, emotive verbs to</li> </ul> </li> <li>• Use ellipsis to create suspense</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> </ul>	Vocabulary linked to writing tasks: serenity, pondered, inquisitively, enticed, transfixed foreboding, malevolent	
<b>Summer Term</b> <b>What's Behind the Door?</b>	Kit Wright's Poem 'The Magic Box'	<ul style="list-style-type: none"> <li>• Poetry- write a poem inspired by Kit Wright's Poem 'The Magic Box'.</li> <li>• A portal story</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate form and using other similar writing as models for their own</li> <li>• Describe settings, characters and atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>• Make language choices that show good awareness of the reader- use of onomatopoeia, assonance, alliteration, metaphors, similes and</li> </ul>	Idiom  Vocabulary linked to writing tasks: portal, derelict, barred, tarnished	<ul style="list-style-type: none"> <li>• Opportunities to write for a range of purposes &amp; audiences, making independent choices about what and how to write, selecting the appropriate form</li> <li>• Opportunities to write in the style of different authors</li> </ul>

			<ul style="list-style-type: none"> <li>• Integrate dialogue to convey character &amp; to advance the action</li> <li>• Select appropriate grammar and vocabulary to change and enhance meaning</li> <li>• Perform their poems using the appropriate intonation, volume and movement so that the meaning is clear</li> <li>• Assess the effectiveness of their own and others' writing/performance</li> </ul>	<ul style="list-style-type: none"> <li>• personification in poetry</li> <li>• Select and use appropriately the range of punctuation (e.g. commas, brackets, colons, semi-colons, hyphens)</li> </ul>		<ul style="list-style-type: none"> <li>• Draw independently on what they have read as models for their own writing</li> <li>• Select and use punctuation taught so far accurately and effectively to enhance meaning</li> <li>• Mostly correct spelling</li> <li>• Identify and make corrections to ensure coherence and cohesion and enhance impact upon the reader by reviewing vocabulary choices and grammatical structures (self and peer review)</li> </ul>
The Mr Men	Collection of Mr Men & Little Miss books	<ul style="list-style-type: none"> <li>• A character description</li> <li>• A Mr Men/ Little Miss story written in the style of Roger Hardgreaves</li> </ul>	<ul style="list-style-type: none"> <li>• Select the appropriate form and using other similar writing as models for their own</li> <li>• Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• Select appropriate grammar and vocabulary to change and enhance meaning</li> <li>• Integrate dialogue to convey character &amp; to advance the action</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>• Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• Assess the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>• Select and use appropriately the range of punctuation (e.g. commas, brackets, colons, semi-colons, hyphens)</li> <li>• Recognise vocabulary and structures that are appropriate for the style of writing (e.g. listing, repetition, formal language, over use of name)</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li> </ul>	Vocabulary linked to writing tasks: Meddling, propriety, orderliness, intertwined, humble abode	

Ask the Experts	Unusual Hobbies By Carmel Reilly	<ul style="list-style-type: none"> <li>Plan a speech/ presentation on a chosen hobby</li> <li>Explanation text based on a chosen hobby</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading and research</li> <li>Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</li> <li>Use devices to build cohesion within and across paragraphs (e.g. pronouns, subordinating and co-ordinating conjunctions, synonyms, adverbials)</li> <li>Select appropriate grammar and vocabulary to change and enhance meaning</li> <li>Deliver their own presentation using appropriate, intonation and volume so that meaning is clear</li> <li>Proof-read for spelling &amp; punctuation errors</li> <li>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>Selecting and use appropriately the range of punctuation (e.g. commas, brackets, colons, semi-colons, hyphens )</li> <li>Making language choices that show good awareness of the reader- use of present tense , formal language choices, passive voice, technical vocabulary, cause and effect conjunctions</li> </ul>	technical vocabulary, clarify, explain, concise, succinct	
Rivers	'A River' by Marc Martin  'A River' by Valerie Bloom  Pie corbett's River poem	<ul style="list-style-type: none"> <li>Poetry writing- a List poem, a River setting poem, The journey of a River poem</li> <li>A guide to the river Mole</li> </ul>	<ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading &amp; research</li> <li>Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, captions, diagrams</li> <li>Make language choices that show good awareness of the reader</li> </ul>	<ul style="list-style-type: none"> <li>Making language choices that show good awareness of the reader- use of onomatopoeia, assonance, alliteration, metaphors, similes and personification in poetry</li> <li>Making language choices that show good awareness of the reader- use of present</li> </ul>	Vocabulary linked to writing tasks: plumes, nomad, hoarder, meander, tributary	

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|  |  |  | <ul style="list-style-type: none"><li>• Perform their poems using the appropriate intonation, volume and movement so that the meaning is clear</li><li>• Assess the effectiveness of their own and others' writing/performance</li></ul> | <ul style="list-style-type: none"><li>• tense , formal language choices, rhetorical questions, emotive language , cause and effect conjunctions</li><li>• Selecting and use appropriately the range of punctuation (e.g. commas, brackets, colons, semi-colons, hyphens )</li></ul> |  |  |
|--|--|--|--|---|--|--|