

	Summer 1	Summer 1	Summer 2	Summer 2
	Topic: Plants	Topic: Plants	Topic: Victorians	Topic: Victorians
<p>Y1</p> <p>Narrative</p> <ul style="list-style-type: none"> Write stories with imaginary settings. Write stories and plays that use the language of fairy tales and traditional tales. Write stories that mimic significant authors. Write narrative diaries. <p>Non-fiction</p> <ul style="list-style-type: none"> Write labels Write lists Write captions Write instructions Write recounts Present information Write non-chronological reports. <p>Poetry</p> <ul style="list-style-type: none"> Write poems that use pattern, rhyme and description. 	<p>Text: Grow a plant instruction Writing: Write a poem Skills:</p> <ul style="list-style-type: none"> Spell words containing the 40+ sounds Capital letters and full stops Use simple adjectives Use a conjunction to extend sentences Re-read my writing to check it makes sense Form most lower case letters Punctuate sentences using a capital letter and a full stop <p>Text: Plant Poems, Acrostic poems Writing: Write poems that use pattern, rhyme and description Skills:</p> <ul style="list-style-type: none"> Spell words containing the 40+ sounds Capital letters and full stops Use simple nouns Use simple adjectives Re-read my writing to check it makes sense Say out loud what I am going to write about Spell common exception words 	<p>Text: Jack and the Beanstalk Writing: Write stories that mimic significant authors. Skills:</p> <ul style="list-style-type: none"> Spell words containing the 40+ sounds Add the suffixes –ing, -ed, -er and –est Capital letters and full stops Use simple nouns Use simple adjectives Re-read my writing to check it makes sense Say out loud what I am going to write about <p>Text: Jack and the Beanstalk Writing: Stories with imaginary settings, writing from a different characters point of view. Skills:</p> <ul style="list-style-type: none"> Spell words containing the 40+ sounds Finger spaces Capital letters and full stops Use simple adjectives Re-read my writing to check it makes sense Say out loud what I am going to write about Form most lower case letters. Put sentences in order to create a story Spell common exception words 	<p>Text: Queen Victoria report Writing: Write non-chronological reports. Skills:</p> <ul style="list-style-type: none"> Capital letters and full stops Use simple nouns Use simple adjectives Re-read my writing to check it makes sense Say out loud what I am going to write about Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <p>Text: Range of invitations Writing: Invitations, present information to invite parents to assembly, plan and perform assembly Skills:</p> <ul style="list-style-type: none"> Capital letters and full stops Use simple nouns Use simple adjectives Re-read my writing to check it makes sense Say out loud what I am going to write about Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Spell common exception words 	<p>Text: Recount of a school trip Writing: Write a recount about school trip. Skills:</p> <ul style="list-style-type: none"> Capital letters and full stops Use simple nouns Use simple adjectives Re-read my writing to check it makes sense Say out loud what I am going to write about Use and or because to extend sentences Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use the prefix –un Use the suffixes –ing, -ed, -er and –est

<div>Y2</div> <div> <div>Narrative</div> <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories with imaginary settings. Write stories and plays that use the language of Fairy tales and traditional tales. Write stories that mimic significant authors. Write narrative diaries. <div>Non-fiction</div> <ul style="list-style-type: none"> Write labels Write lists Write captions Write instructions Write recounts Write glossaries Present information Write non-chronological reports. <div>Poetry</div> <ul style="list-style-type: none"> Write poems that use pattern, rhyme and description. </div>	Topic: Health and Growth	Topic: Health and Growth	Topic: George Stephenson	Topic: George Stephenson
	<p>Text: Leaflet - How to stay healthy</p> <p>Writing: Present Information, write lists, labels and captions</p> <p>Skills:</p> <ul style="list-style-type: none"> Use noun phrases Use nouns and adjectives Use conjunctions Write in the right tense Write statements Edit writing Use punctuation correctly Use powerful verbs and adjectives Use new words to excite the reader 	<p>Text: Experience - Make a Healthy Pizza</p> <p>Writing: Write Instructions</p> <p>Skills:</p> <ul style="list-style-type: none"> Use noun phrases Use nouns and adjectives Use conjunctions Write in the right tense Edit writing Use new words to excite the reader Use powerful verbs and adjectives Use punctuation correctly Spell contractions correctly <p>Text: The True Story of the 3 Little Pigs</p> <p>Writing: Write stories that use language of fairy tales and traditional tales</p> <p>Skills:</p> <ul style="list-style-type: none"> Use noun phrases Use nouns and adjectives Use conjunctions Write in the right tense Edit writing Use new words to excite the reader Use powerful verbs and adjectives Use punctuation correctly Spell contractions correctly 	<p>Text: George Stephenson</p> <p>Writing: Present Information about his life</p> <p>Skills:</p> <ul style="list-style-type: none"> Use noun phrases Use nouns and adjectives Use conjunctions Write in the right tense Write statements Edit writing Use new words to excite the reader Use powerful verbs and adjectives Use punctuation correctly <p>Text: Inference Pictures</p> <p>Writing: Write stories set in places children have been</p> <p>Skills:</p> <ul style="list-style-type: none"> Use noun phrases Use nouns and adjectives Write in the right tense Edit writing Sound out my words and spell them as best as I can Use punctuation correctly 	<p>Text: Experience- Trip to Locomotion Museum in Shildon or York Railway Museum.</p> <p>Writing: Write Recounts</p> <p>Skills:</p> <ul style="list-style-type: none"> Use nouns and adjectives Use powerful verbs and adjectives Use some full stops and capital letters Write about real events Use punctuation correctly (.,?!A) Spell contractions correctly Use new words to excite the reader Use powerful verbs and adjectives

<p>Y3</p> <p>Narrative</p> <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories that contain mythical, legendary or historical characters or events. Write letters. Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum. <p>Non-fiction</p> <ul style="list-style-type: none"> Write instructions. Write recounts. Write persuasively. Write explanations. Write non-chronological reports. Write in a journalistic style. Write formally. <p>Poetry</p> <ul style="list-style-type: none"> Learn by heart and perform a significant poem. Write haiku. 	<p>Topic: The Creakers</p> <p>Text: The Creakers Writing: Build up of setting/ characters etc. Skills:</p> <ul style="list-style-type: none"> Write neatly in a consistent style and size Spell Year 3 word list Edit and peer mark Use simple organisational devices and correct layout in non-narrative writing Structure writing appropriate to task Choose nouns , adjectives and adverbs for cohesion and to avoid repetition Understand audience and purpose Use an apostrophe to show omission and possession Extend a range of sentences by using a wider range of conjunctions Use but, so, or, although to link sentences Use fronted adverbials Identify the correct homophone Punctuate direct speech 	<p>Topic: The Creakers</p> <p>Text: The Creakers Writing: Narrative - Rewrite the end of the story. Skills:</p> <ul style="list-style-type: none"> Paragraphs as a way to group related material Introduction and concluding statements in reports List sentence Begin to address the reader – rhetorical questions Inverted commas for direct speech punctuation Present perfect form of verbs Choose nouns , adjectives and adverbs for cohesion and to avoid repetition Understand audience and purpose Use an apostrophe to show omission and possession Extend a range of sentences by using a wider range of conjunctions Use but, so, or, although to link sentences Use fronted adverbials Identify the correct homophone 	<p>Topic: Tom Fletcher</p> <p>Text: Facts and information via the internet. Writing: Biography Skills:</p> <ul style="list-style-type: none"> Paragraphs as a way to group related material List sentence Organise sentences into paragraphs Edit work with a partner Use some subordinating conjunctions Use powerful verbs Write in the correct person and tense Use adjectives and adverbs to create variety and interest Begin to address the reader – rhetorical questions Use fronted adverbials 	<p>Topic: The Creakers</p> <p>Text: Poem ‘Unique’ from Twinkl Writing: Poem - celebrating differences and friendships. Skills:</p> <ul style="list-style-type: none"> Punctuate writing Fronted Adverbials Organise paragraphs around a theme Secure use of commas in a list. Use 1st or 3rd person consistently Embedded clause Use a wider range of subordinate conjunctions. Punctuate direct speech Use commas to separate clauses Use powerful verbs Write in the correct person and tense Use adjectives and adverbs to create variety and interest
	<p>Topic: Vikings</p> <p>Text: What was life like in Viking Britain? BBC Bitesize Writing: Non-Chronological report Skills:</p> <ul style="list-style-type: none"> Conduct research Organise paragraphs around a theme. Describe settings Powerful verbs 	<p>Topic: Vikings</p> <p>Text: Viking Invasion (I was there) by Stuart Hill Writing: Write a story of leaving Scandinavia to start a new life in Britain Skills:</p> <ul style="list-style-type: none"> Punctuate writing mostly correctly. Fronted adverbials Emotive language 	<p>Topic: Electricity</p> <p>Text: Current debate topics lead by the government supported by Newsround Writing: Write a balanced argument relating to chosen subject around electricity Skills:</p> <ul style="list-style-type: none"> Express a viewpoint and an opinion. 	<p>Topic: Electricity</p> <p>Text: Recipe books Writing: To create and write instructions for a board game. Skills:</p> <ul style="list-style-type: none"> Punctuate writing mostly correctly. Fronted adverbials Organise paragraphs around a theme.
<p>Y4</p> <p>Narrative</p> <ul style="list-style-type: none"> Write stories that contain mythical, legendary or historical characters or events. Write stories of adventure. Write letters. <p>Non-fiction</p> <ul style="list-style-type: none"> Write instructions. 				

<ul style="list-style-type: none"> • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally. <p>Poetry</p> <ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write a Cinquain. 	<ul style="list-style-type: none"> • Vary sentences to suit the form and genre. • Technical language • Use subordinating / coordinating conjunctions • Headings and subheadings • Purpose of writing and target audience 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Can use a wider range of subordinate/coordinating conjunctions. • Powerful verbs • Can use commas to separate clauses. • First Person • Consistent use of correct tense • Speech • Develop a setting and characters • Figurative language 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Describe settings • Use phrases of debate • Evaluate content, edit and improve. • Punctuate writing mostly correctly. • Fronted adverbials <p>Text: Non-fiction texts Writing: Write a letter to follow up the argument for/against the debate. Skills:</p> <ul style="list-style-type: none"> • Consistent SPaG features • Standard English • Organise paragraphs around a theme/argument • Use simple layout devices • Nouns and pronouns • Extended noun phrases with modifying adjectives • Fronted adverbials • Persuasive vocabulary 	<ul style="list-style-type: none"> • Can use a wider range of subordinate conjunctions. • Can punctuate direct speech. • Can use commas to separate clauses. • Can use powerful verbs. • Can use abstract nouns. • Write in the correct person and tense • Can use adjectives and adverbs to create variety and interest.
<h2>Y5</h2> <p>Narrative</p> <ul style="list-style-type: none"> • Write stories that contain mythical, legendary or historical characters or events. • Write stories of mystery and suspense. • Write letters. • Write plays. <p>Non-fiction</p> <ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. 	<p>Topic: Kensuke's Kingdom</p> <p>Text: Should children be allowed to go on holiday during school time? Writing: Balanced argument Skills:</p> <ul style="list-style-type: none"> • Identify the audience and purpose for my writing. • Use paragraphs to organise ideas. • Use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs & ellipsis of expected words). • Evaluate and edit by assessing the effectiveness of their own and others' writing. • Ensure consistent/correct use of tense mostly in a piece of writing. 	<p>Topic: Kensuke's Kingdom</p> <p>Text: Diary- own linked to Kensuke's Kingdom Writing: Diary writing Skills:</p> <ul style="list-style-type: none"> • Identify the audience and purpose for my writing. • Plan writing by noting and developing initial ideas, drawing on reading. • Draft write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • Describe settings. • Select and use appropriate vocabulary to engage and/or inform the reader. 	<p>Topic: Victorians</p> <p>Text: Street Child Writing: Recount and play script Skills:</p> <ul style="list-style-type: none"> • Identify the audience and purpose for my writing. • Plan writing by noting and developing initial ideas, drawing on reading. • Draft write by selecting appropriate grammar and vocabulary, Understanding how such choices can change and enhance meaning. • Describe settings and characters. • Draft and write narratives describing the atmosphere. 	<p>Topic: Victorians</p> <p>Text: Street Child and Rudyard Kipling's 'If' Writing: Poem Skills:</p> <ul style="list-style-type: none"> • Identify the audience and purpose for my writing. • Plan writing by noting and developing initial ideas, drawing on reading. • Draft write by selecting appropriate grammar and vocabulary, Understanding how such choices can change and enhance meaning. • Describe settings and characters. • Draft and write narratives describing the atmosphere.

<ul style="list-style-type: none"> • Write formally. <p>Poetry</p> <ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write poems that convey an image (simile, word play, rhyme and metaphor). 	<ul style="list-style-type: none"> • Write complex sentences selecting and using an increasing range of co-ordinators and subordinators. • Use brackets, dashes or commas to indicate parenthesis. • Use semi-colons, colons or dashes to separate main clauses within compound sentences. • Use relative clauses (who, whom, those, which, that). • Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will) 	<ul style="list-style-type: none"> • Use paragraphs to organise ideas. • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure consistent/correct use of tense mostly in a piece of writing. • Proof read for spelling and punctuation. • Link ideas across paragraphs using adverbials of time (time-later, place- nearby, number-secondly) or tense choices (he had seen her before). • Use expanded noun phrases to convey complicated information concisely (adult foxes can jump). • Can use literary features such as: figurative language, dialect 	<ul style="list-style-type: none"> • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure consistent/correct use of tense mostly in a piece of writing. • Proof read for spelling and punctuation. • Use expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensure consistent/correct use of tense mostly in a piece of writing. • Proof read for spelling and punctuation. • Use expanded noun phrases to convey complicated information concisely. • Use literary features such as: alliteration, onomatopoeia, figurative language. • Select and use appropriate vocabulary to engage and/or inform the reader. • Use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs & ellipsis of expected words). • Evaluate and edit by assessing the effectiveness of their own and others' writing
<p>Y6</p> <p>Narrative</p> <ul style="list-style-type: none"> • Write stories that contain historical characters or events. <p>Non-fiction</p> <ul style="list-style-type: none"> • Write recounts. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write formally. 	<p>Topic: Mountains</p> <p>Text: Various reports about Mallory & Irvine</p> <p>Writing: Recount about Mallory & Irvine's expedition</p> <p>Skills:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs 	<p>Topic: Mountains</p> <p>Text: Various reports about Hillary & Norgay</p> <p>Writing: Journalistic about Hillary & Norgay conquering Everest</p> <p>Skills:</p> <ul style="list-style-type: none"> • Varying sentence starters • Researching and selecting relevant information • Using a wide range of clause structures, sometimes varying their position within the sentence; using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens • Use reported speech accurately 	<p>Topic: Mountains</p> <p>Text: Extreme Earth Report (own)</p> <p>Writing: Report</p> <p>Skills:</p> <ul style="list-style-type: none"> • Use fronted adverbials • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Evaluate and edit vocab/grammar/punctuation to enhance meaning • Advanced punctuation: brackets, dashes, commas to show parenthesis 	<p>Topic: Mountains</p> <p>Text: Various reports about mountaineering problems</p> <p>Writing: Short story about a Mountaineering disaster</p> <p>Skills:</p> <ul style="list-style-type: none"> • Create atmosphere in narratives • Integrate dialogue to convey character and advance action • Evaluate and edit vocab/grammar/punctuation to enhance meaning • Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures

	<ul style="list-style-type: none"> Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision 	<ul style="list-style-type: none"> Use fronted adverbials Varying sentence starters Choose phrases that contribute to the effectiveness of the writing 	<ul style="list-style-type: none"> Use organisational devices (headings, bullet points, underlining) Selecting vocabulary and grammatical structures that reflect the level of formality 	<ul style="list-style-type: none"> Selecting verb forms for meaning and effect Using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly
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