

	Spring 1		Spring 2	
Y1 Narrative <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. Non-fiction <ul style="list-style-type: none"> Write labels Write lists Write captions Write instructions Write recounts Present information Write non-chronological reports. Poetry <ul style="list-style-type: none"> Write poems that use pattern, rhyme and description. 	Topic: Houses and homes	Topic: Houses and homes	Topic: Paddington Bear	Topic: Paddington Bear
	Text: Three Little Pigs Writing: Write stories with imaginary settings. Write lists, labels and captions. Skills: <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 Order sentences to create a story 	Text: Three Little Pigs Writing: Write stories that use the language of fairy tales and traditional tales. Skills: <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 Order sentences to create a story	Text: Paddington Bear postcards. Writing: Write recounts and diaries Skills: <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 Use a capital letter for the name of people, places, days of the week and I Text: Paddington Bear diary entry Writing: Write a narrative diary Skills: <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 letter names to distinguish between alternative spellings of the same sound 	Text: Story with imaginary setting – magic key story Writing: Write stories with imaginary setting and write stories that use the language of fairy tales and traditional tales. Skills: <ul style="list-style-type: none"> Spell words containing the 40+ sounds Finger spaces 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 letter names to distinguish between alternative spellings of the same sound
Y2 Narrative <ul style="list-style-type: none"> Write stories set in places pupils have been. Write stories with imaginary settings. 	Topic: Great Plague and Great Fire of London	Topic: Great Plague and Great Fire of London Visit: Cleveland Fire Brigade	Topic: Roald Dahl	Topic: George's Marvellous Medicine
	Text: Non-chronological Report Writing: Factfile about Samuel Pepys Skills: <ul style="list-style-type: none"> Use noun phrases 	Text: The Fire Cat Writing: Write Narrative Diaries Skills: <ul style="list-style-type: none"> Use noun phrases 	Text: Publisher/ leaflets Writing: Non-Chronological Report, Present Information, Labels and Glossaries	Text: George's Marvellous Medicine Writing: Write stories with imaginary settings. Write stories that mimic significant authors.

<ul style="list-style-type: none"> • 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 • Write glossaries • Present information • Write non-chronological reports. <p>Poetry</p> <ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. 	<ul style="list-style-type: none"> • Use nouns and adjectives • Use conjunctions • Write in the right tense • Write statements • Edit writing • Sound out my words and spell them as best as I can • Use punctuation correctly <p>Text: Poems that use pattern, rhyme and description, Write Limericks</p> <p>Writing: Write a poem about the Great Fire of London</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 • Use powerful verbs and adjectives • Use new words to excite the reader 	<ul style="list-style-type: none"> • 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: Visit from Cleveland Fire Brigade</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 	<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: Poem written by Roald Dahl called 'The Tummy Beast' from the Dirty Beast collection.</p> <p>Writing: Write poems that use pattern, rhyme and description.</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>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 • Spell contractions correctly
---	--	---	--	--

Y3

Narrative

- 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.

Non-fiction

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non-chronological reports.
- Write in a journalistic style.
- Write formally.

Poetry

- Learn by heart and perform a significant poem.
- Write haiku.

Topic: Ancient Greeks

Text: Greek mythology - Theseus and the Minotaur

Writing: Write in a journalistic style
Skills:

- 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
- Use IT to polish and present

Topic: Ancient Greeks

Text: Greek mythology - Theseus and the Minotaur, Odysseus and the Wooden Horse, Medusa, Pandoras Box

Writing: Write stories that contain mythical, legendary or historical characters or events.

Skills:

- Paragraphs as a way to group related material
- List sentence
- Inverted commas for direct speech punctuation
- Organise sentences into paragraphs
- Edit work with a partner
- Can use some subordinating conjunctions
- Describe settings and characters
- Describe feelings – (show not tell)
- Write neatly in a consistent style and size
- Spell Year 3 word list
- Choose nouns , adjectives and adverbs for cohesion and to avoid repetition
- Understand audience and purpose
- Use an apostrophe to show omission and possession
- Use fronted adverbials
- Identify the correct homophone

Topic: River Tees

Text: Haiku Poem

Writing: Poem linking with High Force Waterfall

Skills:

- Punctuate writing
- Structure of a Haiku Poem with 3 lines consisting of:
- 5 syllables
- 7 syllables
- 5 syllables

Text: Information about the history, Journey of the River, Transporter Bridge, Tees Barrage and Nature.

Writing: Leaflet - Non-Chronological Text

Skills:

- Paragraphs as a way to group related material
- List sentence
- Organise sentences into paragraphs
- Edit work with a partner
- Can use some subordinating conjunctions
- Write neatly in a consistent style and size
- Spell Year 3 word list
- Choose nouns , adjectives and adverbs for cohesion and to avoid repetition
- Understand audience and purpose
- Use an apostrophe to show omission and possession
- Use fronted adverbials
- Identify the correct homophone

Topic: River Tees

Text: Talk 4 Writing

Writing: Write a story about the journey of a stick travelling along the River Tees.

Skills:

- Paragraphs as a way to group related material
- List sentence
- Organise sentences into paragraphs
- Edit work with a partner
- Can use some subordinating conjunctions
- Write neatly in a consistent style and size
- Spell Year 3 word list
- Choose nouns , adjectives and adverbs for cohesion and to avoid repetition
- Understand audience and purpose
- Use an apostrophe to show omission and possession
- Use fronted adverbials
- Identify the correct homophone

--	--	--	--	--

<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. 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. 	<p>Topic: Sound</p> <p>Text: The Sound Collector Writing: Cinquain Poetry Skills:</p> <ul style="list-style-type: none"> Learn by heart and perform verses of the sound collector. Following the rules of a cinquain. Syllables Adjectives and adverbs <p>Text: When I Heard the Music Writing: Poetry Skills:</p> <ul style="list-style-type: none"> Fronted adverbials Use adjectives and adverbs Metaphors, similes and personification. Use abstract nouns Powerful verbs Legible, joined handwriting 	<p>Topic: Sound</p> <p>Text: Science link topic – how we hear sound Writing: Explanation text Skills:</p> <ul style="list-style-type: none"> Punctuate writing mostly correctly Fronted adverbials Organise paragraphs around a theme Can use a wider range of subordinate/coordinating conjunctions Powerful verbs Technical language Can use commas to separate clauses <p>Text: Research of current musician relating to sound topic Writing: Biography Skills:</p> <ul style="list-style-type: none"> Punctuate writing mostly correctly Use organisational features to structure their writing Edit and improve independently Time connectives 	<p>Topic: Anglo Saxons</p> <p>Text: Who were the Anglo-Saxons?– BBC Bitesize Writing: Persuasive, informal letter Skills:</p> <ul style="list-style-type: none"> Research roles and responsibilities in the village Plan effectively Emotive language Powerful verbs/adjectives Flattery Paragraphs Persuasive language Independent editing Rhetorical questions Fronted adverbials First person 	<p>Topic: Anglo Saxons</p> <p>Text: Beowulf Writing: To write their own story with mythical characters using T4W and text mapping Skills:</p> <ul style="list-style-type: none"> Adjectives and adverbs Powerful verbs Noun phrases Semi-colon Punctuate writing mostly correctly. Fronted adverbials Organise paragraphs around a theme. Use a wider range of subordinate conjunctions. Punctuate direct speech. Use commas to separate clauses. Use powerful verbs. Use abstract nouns. Use adjectives and adverbs to create variety and interest. Metaphorical language Figurative language
	<p>Topic: Space</p> <p>Text: Tim Peake biography Writing: Biography 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). 	<p>Topic: Space</p> <p>Text: Letter of application to be an astronaut. Writing: Formal Letter Writing 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, 	<p>Topic: Space</p> <p>Text: Alien Landing (Pie Corbett) Writing: Extra- Terrestrial Suspense Story 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 	<p>Topic: Extreme Earth</p> <p>Text: Volcanos and Earthquakes – What are they and how are they formed Writing: Non- Chronological Report 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,
<p>Y5</p> <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. 				

<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. <p>Write poems that convey an image (simile, word play, rhyme and metaphor).</p>	<ul style="list-style-type: none"> • 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. • Write complex sentences selecting and using an increasing range of co-ordinators and subordinators. • Use fronted adverbials to give detail about when, where and how. • Link ideas across paragraphs using adverbials of time (time- later, place- nearby, number- secondly) or tense choices (he had seen her before). • 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). 	<p>pronouns, conjunctions, adverbs & ellipsis of expected words).</p> <ul style="list-style-type: none"> • 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. • Write complex sentences selecting and using an increasing range of co-ordinators and subordinators. • Link ideas across paragraphs using adverbials of time (time- later, place- nearby, number- secondly) or tense choices (he had seen her before). • 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). 	<p>vocabulary, understanding how such choices can change and enhance meaning.</p> <ul style="list-style-type: none"> • Can describe settings and characters. • Can draft and write narratives describing the atmosphere. • Can use paragraphs to organise ideas. • Can evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Can ensure consistent/correct use of tense mostly in a piece of writing. • Can proof read for spelling and punctuation. • Can indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will). • Can link ideas across paragraphs using adverbials of time (time- later, place- nearby, number- secondly) or tense choices (he had seen her before). • Can use expanded noun phrases to convey complicated information concisely (adult foxes can jump). • Can use literary features such as: alliteration, onomatopoeia, figurative language, dialect. • Can use speech marks accurately with new lines for speaker. • Can select and use appropriate vocabulary to 	<p>pronouns, conjunctions, adverbs & ellipsis of expected words).</p> <ul style="list-style-type: none"> • Use further organisational devices to structure text and to guide the reader (for example: headings, bullet points, underlining). • 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. • Write complex sentences selecting and using an increasing range of co-ordinators and subordinators. • Use fronted adverbials to give detail about when, where and how. • Link ideas across paragraphs using adverbials of time (time- later, place- nearby, number- secondly) or tense choices (he had seen her before). • 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).
--	---	---	--	--

			engage and/or inform the reader.	
<p>Y6</p> <p>Narrative</p> <ul style="list-style-type: none"> Write stories that contain mythical, legendary or historical characters or events. Write letters. <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. 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). 	Topic: Heart & Heart Racing	Topic: Dracula	Topic: The Highwayman	Topic: The Highwayman
	<p>Text: Why is global warming happening/ Water cycle Writing: Explanation (heart) 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 Advanced punctuation: brackets, dashes, commas to show parenthesis Use organisational devices (headings, bullet points, underlining) Selecting vocabulary and grammatical structures that reflect the level of formality <p>Text: Room 13 Writing: Scene Setting Skills:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary for effect Use fronted adverbials Use connectives and phrases to indicate time and place Create atmosphere in narrative 	<p>Text: Room 13/ Dracula Writing: Instructions Skills:</p> <ul style="list-style-type: none"> Use organisational devices (headings, bullet points, underlining) Use modal verbs Structuring text Use fronted adverbials <p>Text: Dracula Writing: Diary Entry Skills:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary for effect Empathy with, and understanding of, a text Link ideas across paragraphs using adverbials of time or tense choices Make appropriate vocabulary and style choices to reflect formality Selecting appropriate grammar and vocabulary for effect Use 'show not tell' to describe feelings Use fronted adverbials; Use conjunctions and phrases to indicate time <p>Text: Dracula Writing: Journalistic writing</p>	<p>Text: The Highwayman Writing: Poetry/Narrative 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 Use fronted adverbials <p>Text: The Highwayman Writing: Diary writing Skills:</p> <ul style="list-style-type: none"> Empathy with, and understanding of, a text Link ideas across paragraphs using adverbials of time or tense choices Make appropriate vocabulary and style choices to reflect formality Selecting appropriate grammar and vocabulary for effect Use 'show not tell' to describe feelings Use fronted adverbials; Use conjunctions and phrases to indicate time 	<p>Text: The Highwayman Writing: Journalistic writing Skills:</p> <ul style="list-style-type: none"> Use reported speech accurately Use fronted adverbials Varying sentence starters Choose phrases that contribute to the effectiveness of the writing <p>Text: The Highwayman Writing: Formal letter writing Skills:</p> <ul style="list-style-type: none"> Advanced punctuation: brackets, dashes, commas to show parenthesis Empathy with, and understanding of, a text Selecting vocabulary and grammatical structures that reflect the level of formality

	<ul style="list-style-type: none"> Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision <p>Text: Room 13</p> <p>Writing: Persuasive Text</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 Selecting appropriate grammar and vocabulary for effect Use fronted adverbials Use connectives and phrases to indicate time and place Choose phrases that contribute to the effectiveness of the writing 	<p>Skills:</p> <ul style="list-style-type: none"> Use reported speech accurately Use fronted adverbials Varying sentence starters Choose phrases that contribute to the effectiveness of the writing 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 		
--	---	--	--	--