St. Werburgh's C.E. Primary School

Long Term Plan (Writing)

2021/22

St. Werburgh's C.E. Primary English Writing   Long Term Plan (2020/21)

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**The Gingerbread Man by Mara Alperin** **Outcome** - Oral retelling & draw images, write labels **Poetry – nursery rhymes** **Outcome:** To learn and perform well known nursery rhymes.	**Poetry: Creep Crawly by Anon, Busy Bugs by James Carter** **Outcome:** Pupils drawings will be labelled with marks appropriate to their **Animals/dinosaurs** **I'm going to eat this ant by Chris Naylor-Ballesteros** **Outcome** - A list of food items	**Naughty Bus by Jan Oke** **Outcome** - Recount of where Naughty Bus has been Poetry To explore and recognise rhyme. To perform simple poems. To add actions to poems	**Poetry: The Farmyard** **Outcome:** class performance of collaboratively written poem **The Journey Home by Emma Levey** **Outcome** - Retell/rewrite of the story	**Silly Doggy by Adam Stower** **Outcome** - Retell/rewrite of the story Poetry To perform simple poems. To add actions to poems	**Poetry: Food** **Outcome:** Class poem linked to fruit and vegetables. **Supertato by Sue Hendra** **Outcome** - A wanted poster with a character description
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers **Outcome** - Fiction: adventure story based on the structure of the text **Poetry – Off by Heart** **Outcome:** To create and describe new monsters to add to model poems.	**Nibbles by Emma Yarlett** **Outcome** - Recount: diary entry **Poetry – List poem** **Outcome:** To create a simple list poem	**Lion Inside by Rachel Bright** **Outcome** - Fiction: story based on the structure of the text **Extension Outcome Suggestion:** letter **Poetry – Action Poems** **Outcome:** To listen and respond to poems. To perform action poems creating own actions	**Poetry: At the Zoo** **Outcome:** A list poem about animals **The curious case of the missing mammoth by Ellie Hattie** **Outcome** - Fiction: story based on the structure of the text **Extension Outcome suggestion:** recount diary	**Toys in Space by Mini Grey** **Outcome** - Fiction: story based on the structure of the text **Extension Outcome Suggestion:** Information text **Poetry: Traditional Poems and Nursery Rhymes** **Outcome:** Learn and perform traditional rounds, singing, games and nursery rhymes. Improvise and perform simple dramas based on nursery rhymes Explore rhyme and rhyming words	**Poetry: Senses** **Outcome:** Senses vocab to create poem about fruit. **Goldilocks and Just the one bear by Leigh Hodgkinson** **Outcome** - Fiction: story based on the structure of the text **Extension Outcome Suggestion:** Instructions
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson **Outcome** - Fiction: focus on characters **Poetry – Acrostic poetry** **Outcome** – To write an acrostic poem.	.**The Owl who was afraid of the dark by Jill Tomlinson** **Outcome** - Non-chronological Report **Poetry – The Owl and the Pussycat by Edward Lear** **Outcome:** To write the first 2 verses of a new poem based on The Owl and the Pussycat	**Dragon Machine by Helen Ward** **Outcome** - Fiction: adventure Focus **Extension outcome Suggestion:** Non-fiction – instructions or non-chronological report **Poetry – Shape Poems** **Outcome** – To create own shape poem.	**Major Glad, Major Dizzy by Jan Oke** **Outcome** - Recount: diary Entry **Extended Outcome Suggestion:** Character description **Poetry: Nightsound** **Outcome:** A nightsound poem based on Berlie Doherty's version	**The Last Wolf by Mini Grey** **Outcome** - Letter: letter in role Jack and the Baked Bean Stalk – revision unit. **Poetry: Fox!** **Outcome:** Short descriptive narrative poem	**Grandad's Secret Giant by David Litchfield** **Outcome** - Fiction: moral Focus **Poetry: Riddles** **Outcome:** To write a riddle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	**Seal Surfer by Michael Foreman** **Outcome** - Recount: letter in role **Poetry – senses poem** **Outcome:** To write and illustrate own senses poem.	**Poetry – Dance with me Autumn by The Literacy Company** **Outcome:** To write and perform a 5-couplet poem about winter, based on the structure of Sing to Me, Autumn. **Winter's Child by Graham Baker-Smith** **Outcome** - Fiction: fantasy	**Stone Age Boy by Satoshi Kitamura** **Outcome** - Fiction: historical narrative **Outcome extension suggestion:** recount – diary **Poetry – Limericks** **Outcome**: To learn and perform limericks To write own limericks	**Poetry: The Magnificent Bull** **Outcome:** Write and perform a Dinka-inspired poem about the blue whale. **Big blue whale by Nicola Davies** **Outcome** - Information text **Outcome extension suggestion** – Narrative	**Journey by Aaron Becker** **Outcome** - Fiction: adventure story **Extended outcome suggestion:** Information text	**Poetry: Animals** **Outcome:** Individual concrete poem **Zeraffa Giraffa by Dianne Hofmeyr** **Outcome** - Persuasion: leaflet
4	**Gorilla by Anthony Browne** **Outcome** - Fiction: fantasy story **Poetry: nonsense poetry (Jabberwocky)** **Outcome** – To write and perform own nonsense poem	**Poetry: The Lost, Lost Property Office** **Outcome:** To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform **Leon and the place between by Graham Baker-Smith** **Outcome** - Recount: diary	**Escape from Pompeii by Christina Balit** **Outcome** - Fiction: historical narrative **Poetry – cinquains** **Outcome** – To write cinquains.	**Poetry: Windrush Child** **Outcome:** Free verse, personal narrative poem based on windrush child. **When the Giant stirred by Celia Godkin** **Outcome** - Fiction: adventure story from POV of the boy	**Where the Forest Meets the Sea by Jeannie Baker & '100 facts – Rainforests' by Miles Kelly.** **Outcome** - Non-chronological report	**Poetry: Look Closely** **Outcome:** Haiku's written and joined together with those of others to make a series of linked nature-themed 'renga' **Blue John by Berlie Doherty** **Outcome** - Letters & Explanation
5/6	**Queen of the Falls by Chris Van Allsburg** **Outcome** Recount: series of diary entries **Greater Depth** Series of diary entries with viewpoint of other characters	**Poetry: Jinnie Ghost** **Outcome:** To write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain). **The Lost Happy Endings by Carol Ann Duffy and Jane Ray** **Outcome** Fiction: traditional tale **Greater Depth** Traditional tale from another character's POV	**Arthur and the Golden Rope by Joe Todd- Stanton** **Outcome** Fiction: myth Create heroes, villains and monsters **Greater Depth** Vary the viewpoint from which the myth is told **Poetry: Our Wonderful World** **Outcome:** To write a free verse poem about the wonders of the world using metaphors.	**The Darkest Dark by Chris Hadfield** **Outcome** Recount: biography **Greater Depth** A first-person recount with an experience from the person's life within the biography **The Paperbag Prince by Colin Thompson** **Outcome** Persuasion/ information: hybrid leaflet **Greater Depth** Write an oral presentation for a TV or radio broadcast as expert	**The Hunter by Paul Geraghty** **Outcome** Fiction: adventure story **Greater Depth** Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film	**Revision Unit – Shakleton's Journey or King Kong** **Poetry – Animals of Africa** **Outcome:** To write a wordplay poem including puns and metaphors. Transition Unit

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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin *Biscuit bear by Mini Grey* *Rosie's Walk by Pat Hutchins* *A great big cuddle by Michael Rosen*	**I'm going to eat this ant by Chris Naylor-Ballesteros** *Flashlight by Lizi Boyd* *Guess who's in the trees by Camilla Bedoyere* *A great big cuddle by Michael Rosen*	**Naughty Bus by Jan Oke** *On the road with Mavis and Marge by Niamh Sharkey* *You can't take an elephant on the bus by Patricia Cleveland Peck* *The train ride by June Crebbin*	**The Journey Home by Emma Levey** *Hattie Peck by Emma Levey* *Home by Carson Ellis* *The way back home by Oliver Jeffers*	**Silly Doggy by Adam Stower** *A great big cuddle by Michael Rosen* *Naughty Kitty by Adam Stower* *Hairy Maclary by Linley Dodd*	**Supertato by Sue Hendra** *Even superheroes have bad days by Shelley Becker* *Super duck by Jez Alborough* *Supertato series*
	Outcome Oral retelling of story Draw images and write labels to represent the story	**Outcome** A list of food items for another animal	**Outcome** Recount of where Naughty Bus has been	**Outcome** Retell/rewrite of the story	**Outcome** Retell/rewrite of the story	**Outcome** A wanted poster for Evil Pea with a character description
	Development matters 40-60 months	**Development matters 40-60 months**	**Development matters 40-60 months/ELG**	**Development matters 40-60 months/ELG**	**ELG**	**ELG– supporting transition into Year 1**
	Writing - Give meaning to the marks as they draw, write and paint - Hear and say the initial sounds in words - Link sounds to letters, naming and sounding the letters of the alphabet - Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence - Write labels	**Writing** - Begin to break the flow of speech into words - Hear and say the initial sound in words - Link sounds to letters, naming and sounding the letters of the alphabet - Write labels and captions *Write CVC words*	**Writing** - Begin to break the flow of speech into words - Write labels and captions - Attempts to write short sentences in meaningful contexts - Use phonic knowledge to write words in way which match their spoken sounds - Spell some common irregular words *Write CVC words*	**Writing** - Attempts to write short sentences in meaningful contexts - Use phonic knowledge to write words in ways which match spoken sounds *Apply taught digraphs into writing*	**Writing** - Use phonic knowledge to write words in ways which match spoken sounds - Spell some common irregular words - Write simple sentences which can be read by themselves and others *Apply taught digraphs and trigraphs into writing* *Begin to write words with adjacent consonants*	**Writing** - Use phonic knowledge to write words in ways which match spoken sounds - Spell some common irregular words - Write simple sentences which can be read by themselves and others - Write phonetically plausible words *Use key features of narrative in own writing (EXC)* *Have an awareness of a capital letter and full stop when writing a simple sentence*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	**Lost and Found by Oliver Jeffers** Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson	**Nibbles by Emma Yarlett** Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak	**The Lion Inside by Rachel Bright** How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	**The Curious Case of the Missing Mammoth by Ellie Hattie** Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	**Toys in Space by Mini Grey** Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	**Goldilocks and just the one bear by Leigh Hodgkinson** Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
	Outcome Fiction: adventure story based on the structure of *Lost and Found* **Greater Depth** Change the setting of the story	**Outcome** Recount: diary entry **Greater Depth** Add in further details about other characters' feelings	**Outcome** Fiction: journey story based on the structure of *The Lion Inside.* **Greater Depth** Change both animals in the story.	**Outcome** Fiction: adventure story based on the structure of *The Curious Case of the Missing Mammoth.* **Greater Depth** Change the setting of the story.	**Outcome** Fiction: fantasy story based on the structure of *Toys in Space.* **Greater Depth** Choose their own toy to write about and change the space creature. Extension: instructions	**Outcome** Fiction: traditional story based on the structure of *Goldilocks and just the one bear.* **Greater Depth** Change the animal and the setting Extension: non-chronological report
	Sentence Combine words to make sentences	**Sentence** Join words using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and*	**Sentence** Join words and clauses using *and* Use simple description
	Text	**Text** Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	**Text** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding the prefix un-	**Text** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	**Text** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs and adjectives by adding prefix un-	**Text** Sequence sentences to form short narratives (link ideas or events by pronoun)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	**Punctuation** Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	**Punctuation** Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Word Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills:
Spell words containing each of the 40+ phonemes already taught
Spell common exception words

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	**The Owl who was afraid of the dark by Jill Tomlinson** (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapter book)	**Dragon Machine by Helen Ward** The Dragonsitter series by Josh Lacey	**Major Glad, Major Dizzy by Jan Oke** Naughty Amelia Jane by Enid Blyton	**The Last Wolf by Mini Grey** Fantastic Mr. Fox by Roald Dahl	**Grandad's Secret Giant by David Litchfield** The BFG by Roald Dahl
	Outcome Fiction: story with focus on characters **Greater Depth** Story about two independently invented contrasting characters who swap places	**Outcome** Non-chronological report: report about owls **Greater Depth** Alter the layout to include own subheadings and extra features	**Outcome** Fiction: story with adventure focus **Greater Depth** Story written in 1st person	**Outcome** Recount: diary entry from point of view of a toy **Greater Depth** Diary entry to include the feelings of the other character	**Outcome** Letter: letter in role as the character persuading to save the trees **Greater Depth** Real life letter to specific audience e.g. local MP	**Outcome** Fiction: story with moral focus **Greater Depth** Story from the point of view of the giant
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	**Sentence** Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	**Sentence** Write sentences with different forms: statement, question, exclamation, command Use subordination (apply *because*, introduce *when*) Use present and past tenses correctly and consistently (some progressive)	**Sentence** Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply *because, when*; introduce *that*)	**Sentence** Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	**Sentence** Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful)
	Text Plan or say out loud what is going to be written about	**Text** Write for different purposes	**Text** Read aloud with intonation	**Text** Write down ideas, key words, new vocabulary	**Text** Write down ideas, key words, new vocabulary	**Text** Make simple additions, revisions and corrections
	Punctuation Use punctuation correctly - full stops, capital letters	**Punctuation** Use commas to separate items in a list	**Punctuation** Use punctuation correctly - exclamation marks, question marks	**Punctuation** Use punctuation correctly - apostrophes for the possessive (singular)	**Punctuation** Use punctuation correctly – apostrophes for contracted forms	**Punctuation** Proof-read to check for errors in spelling, grammar and punctuation
	Word Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman *Dancing Bear by Michael Morpurgo*	**Winter's Child by Angela McAllister** *Ice Palace by Robert Swindell*	**Stone Age Boy by Satoshi Kitamura** *The Iron Man by Ted Hughes*	**Big Blue Whale by Nicola Davies** *This morning I met a whale by Michael Morpurgo*	**Journey by Aaron Becker** *Tilly Mint Tales by Berlie Doherty*	**Zeraffa Giraffa by Dianne Hofmeyr** *The White Fox by Jackie Morris*
	Outcome Recount: letter in role **Greater Depth** Write a letter from Grandad in response to one of his grandson's letters	**Outcome** Fiction: fantasy story based on a fable **Greater Depth** Narrative from a different POV	**Outcome** Fiction: write a story set in the Stone Age **Greater Depth** Write from the POV of a person from the Stone Age	**Outcome** Persuasion: informative article persuading for the protection of the blue whale **Greater Depth** Include a fact file about other endangered sea creatures	**Outcome** Fiction: adventure story based on Journey using the language of Berlie Doherty **Greater Depth** Include a new setting route to lead from one place into another	**Outcome** Persuasion: tourism leaflet for the *Jardin des Plantes* in Paris **Greater Depth** Include a section of a researched Paris landmark
	Sentence Use prepositions to express time, place and cause.	**Sentence** Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	**Sentence** Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and cause	**Sentence** Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	**Sentence** Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form
	Text Group related ideas into paragraphs Build a varied and rich vocabulary	**Text** In narratives, create characters, settings and plot	**Text** Build a varied and rich vocabulary	**Text** Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation	**Text** Group related ideas into paragraphs	**Text** In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Use inverted commas to punctuate direct speech (introduction)	**Punctuation** Use inverted commas to punctuate direct speech	**Punctuation** Use inverted commas to punctuate direct speech (and to show relationship between two characters)	**Punctuation**	**Punctuation**	**Punctuation**

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	**Leon and the place between by Graham Baker-Smith** The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	**Escape from Pompeii by Christina Balit** Pompeii: A Roman Girl's Diary by Sue Reid	**When the Giant stirred by Celia Godkin** Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies	**Where the Forest Meets the Sea - Jeannie Baker &'100 facts – Rainforests' -Miles Kelly.** The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys	**Blue John by Berlie Doherty** Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
	Outcome Fiction: fantasy story **Greater Depth** Re-tell the story from dad's viewpoint or include speech	**Outcome** Recount: diary from Leon's point of view **Greater Depth** Write from a different POV	**Outcome** Fiction: historical narrative from character's point of view **Greater Depth** Write from the POV of the captain	**Outcome** Fiction: adventure story from POV of the boy **Greater Depth** Write from the POV of the God	**Outcome** Information text: information board for a rainforest exhibit **Greater Depth** Include an interactive element	**Outcome** Letters: letter to a caving enthusiast, including an explanation **Greater Depth** Include a paragraph of information.
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions Use Standard English forms for verb inflections	**Sentence** Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	**Sentence** Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	**Sentence** Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency	**Sentence** Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** Build a varied and rich vocabulary	**Text** Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	**Text** Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** Use paragraphs to organise information and ideas around a theme	**Text** Use paragraphs to organise information and ideas around a theme
	Punctuation Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	**Punctuation** Use and punctuate direct speech (using dialogue to show the relationship between characters)	**Punctuation** Use and punctuate direct speech Use commas after fronted adverbials	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	**Punctuation**

® Pathways to Write

5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg *Goodnight Stories for Rebel Girls by Elena Favilli*	**The Lost Happy Endings by Carol Ann Duffy** *Hansel and Gretel by Neil Gaiman*	**Arthur and the Golden Rope by Joe Todd-Stanton** *Myths of the Norsemen by Roger Lancelyn Green*	**The Darkest Dark by Chris Hadfield** *Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond*	**The Paperbag Prince by Colin Thompson** *The Last Wild by Piers Torday*	**The Hunter by Paul Geraghty** *The child's elephant by Rachel Campbell-Johnston*
	Outcome Recount: series of diary entries **Greater Depth** Series of diary entries with viewpoint of other characters	**Outcome** Fiction: traditional tale **Greater Depth** Traditional tale from another character's POV	**Outcome** Fiction: myth Create heroes, villains and monsters **Greater Depth** Vary the viewpoint from which the myth is told	**Outcome** Recount: biography **Greater Depth** A first-person recount with an experience from the person's life within the biography	**Outcome** Persuasion/ information: hybrid leaflet **Greater Depth** Write an oral presentation for a TV or radio broadcast as expert	**Outcome** Fiction: adventure story **Greater Depth** Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film
	Sentence Use fronted adverbials	**Sentence** Use expanded noun phrases to convey complicated information concisely	**Sentence** Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	**Sentence** Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	**Sentence** Use modal verbs to indicate degrees of possibility	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text Plan writing by identifying audience and purpose Organise paragraphs around a theme	**Text** Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	**Text** Link ideas across paragraphs using adverbials	**Text** Link ideas across paragraphs using adverbials Link ideas using tense choices	**Text** Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	**Text** Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use of inverted commas and other punctuation to punctuate direct speech	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation**

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt *An Eagle in the snow by Michael Morpurgo*	**Can we save the tiger? by Martin Jenkins** *Jungle Book by Rudyard Kipling*	**Selfish Giant by Oscar Wilde** *Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell*	**Jemmy Button by Alix Barzelay & Island by Jason Chin** *The Explorer by Katherine Rundell*	**Manfish by Jennifer Berne** *Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)*	**Sky Chasers by Emma Carroll** *The Unforgotten Coat by Frank Cottrell Boyce*
	Outcome Fiction: flashback story Information text **Greater Depth** To write a narrative with a flashback including a section in recount genre *e.g. diary, letter, eye-witness account*	**Outcome** Information/ explanation/ persuasion: hybrid text Recount: diary **Greater Depth** Write a Newsround TV style story	**Outcome** Fiction: classic narrative Explanation **Greater Depth** Write the narrative from a different viewpoint	**Outcome** Recount: journalistic report (hybrid text) Discussion **Greater Depth** Write a magazine article/hybrid text	**Outcome** Recount: biography Fiction **Greater Depth** Add in a script commentary about role in conservation debate	**Outcome** Fiction: adventure story Recount: autobiography **Greater Depth** Include a section written from the viewpoint of another person
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	**Sentence** Use modal verbs or adverbs to indicate degrees of possibility	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	**Sentence** Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	**Text** Enhance meaning through selecting appropriate grammar and vocabulary	**Text** Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	**Text** Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	**Text** Use a wider range of devices to build cohesion	**Text** Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Use a colon to introduce a list (Punctuate bullet points consistently)	**Punctuation** Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently)	**Punctuation** Use colons or dashes to mark boundaries between independent clauses	**Punctuation** Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	**Punctuation** Use semi-colons, colons or dashes to mark boundaries between independent clauses