

EYFS	Autumn	Spring	Summer
	<p>Mark Making – developing pencil grip and letter formation</p> <p>Writing Initial sounds</p> <p>Writing CVC words</p> <p>Labelling using CVC words</p> <p>Names</p> <p>Understanding the term – letter, word</p>	<p>Write short captions including finger spaces.</p> <p>Write a sentence.</p> <p>Start to introduce determiners into writing (the, a, my, you)</p> <p>Start to introduce adjectives into writing e.g. big, old, shiny</p> <p>Understand the terms – word, sentence</p>	<p>Introduce simple connectives into writing e.g. and, who, but.</p> <p>Introduce repetition for rhythm e.g. He walked and he walked.</p> <p>Introduce repetition in description e.g a big cat, a fat cat.</p> <p>Understand the terms – sentence, full stop, capital letter</p>
	<p>CVC words</p> <p>Labels</p> <p>Short captions containing finger spaces</p> <p>Rhyme – Identify and write rhyming words.</p> <p>Continue a rhyming string.</p> <p>Understand the terms – letter, word, finger spaces</p>	<p>Say a sentence, write and read it back to check it makes sense.</p> <p>Introduce a range of determiners into writing (an, this, that, his, her, their, some, all)</p> <p>Introduce a range of adjectives into writing e.g. pretty, scaly.</p> <p>Introduce prepositions into writing e.g. up, down, in, into.</p> <p>Understand the terms – sentence, full stop, capital letter</p>	<p>Introduce adverbs into spoken language and then into written language e.g. luckily. Sadly</p> <p>Compound sentences using connectives (coordinating conjunctions)</p> <p>Understand the term - simile</p> <p>Simple sentence using a simile e.g. the chilli is like dragon's fire.</p>

Year 1	Autumn	Spring	Summer
	<p>Transition texts:</p> <p>Gruffalo</p> <p>Goldilocks and the three bears</p> <p>Bill Goats Gruff</p> <p>Three Little Pigs</p> <p>Story writing.</p> <p>Simple sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> <p>Letter formation.</p>	<p>Little Red Riding Hood</p> <p>Story writing.</p> <p>Simple sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> <p>Letter formation.</p> <p>The Tiger who came to tea.</p> <p>Story writing</p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> <p>Letter formation.</p> <p>Adjectives.</p>	<p>Elmer</p> <p>Story writing</p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops and exclamation marks.</p> <p>Use finger spaces.</p> <p>Use adjectives.</p> <p>Room on the broom</p> <p>Simple sentence or caption writing.</p> <p>Capital letters.</p> <p>Full stops.</p> <p>Finger spaces.</p> <p>Letter formation.</p> <p>Adjectives</p> <p>Verbs</p>
	<p>Jack and the Beanstalk</p> <p>1. Simple sentence or caption writing.</p> <p>2. Capital letters.</p> <p>3. Full stops.</p> <p>4. Finger spaces.</p> <p>5. Letter formation.</p>	<p>The Selfish Crocodile</p> <p>Simple sentence writing.</p> <p>Extended sentence writing.</p> <p>Use capital letters.</p> <p>Use full stops.</p> <p>Use finger spaces.</p> <p>Use adjectives.</p> <p>Use verbs.</p>	<p>Going on a bear hunt</p> <p>Simple sentence or caption writing.</p> <p>Capital letters.</p> <p>Full stops.</p> <p>Finger spaces.</p> <p>Letter formation.</p> <p>Adjectives</p> <p>Verbs</p>

		<p>Supertato Story writing Simple sentence writing. Extended sentence writing. Use capital letters. Use full stops and exclamation marks. Use finger spaces. Use adjectives. Use verbs.</p>	<p>Instructions to plant a sunflower seed. Instruction writing Use headings, sub-headings and bullet points. The purpose of instructions Use imperative verbs. Use adverbs. Write in the present tense. Use time phrases. Use capital letters, full stops and finger spaces. Create fact file about Amelia Earhart.</p>
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Year 2	Autumn	Spring	Summer
	<p>Narrative (adventure story) – Superworm Understand the 5 part story. Retell a narrative consistently in the past tense Use varied openers to sentences. Include noun phrases for detail to the reader. Use of conjunctions to join two clauses.</p> <p>Non – Chronological report – Minibeasts (linked to Science) Understand statement sentences and how they convey clear information. Organise information into clear subheadings by grouping related ideas. Use diagrams, labels and captions. Use the present tense consistently</p>	<p>Narrative - The Lighthouse Keepers Cat Continue to apply the 5 part story and use past tense consistently. Use or ‘ly’ sentence openers and to time connectives to order events. Use of conjunctions to join two clauses. Continue to use adverbs and higher level verbs to add further description. Use the ‘list of 3’ for higher level description in sentences.(eg She wore red shoes, a long coat and a woolly hat) Apply speech marks for direct speech.</p> <p>Poetry (Similies) - Lighthouse/ Sea themed To understand how to use repeating refrains in poetry. Know what similes are and develop them independently through the use of supporting vocabulary banks. To apply the punctuation of poetry and understand how to set out lines of poetry.</p>	<p>Narrative - Georgie and the Dragon Continue to apply the 5 part story and use past tense consistently. Use or ‘ly’ sentence openers and to time connectives to order events. Further develop the use of conjunctions to include subordinating conjunctions. Continue to use adverbs and higher level verbs to add further description. Use the ‘list of 3’ for higher level description in sentences.(eg She wore red shoes, a long coat and a woolly hat) Apply speech marks for direct speech.</p> <p>Instructions - How to look after a baby dragon. Develop understanding of using introductions and conclusions when writing instruction texts. Use lists to convey information. Use imperative verbs to write command sentences and use time word to order commands. Use adverbs for information to add detail to commands. Use the present tense consistently. Continue to organise information into clear subheadings by grouping related ideas.</p>
	<p>Narrative - (traditional tale) The Gingerbread man Continue to apply the 5 part story. Retell a narrative consistently in the past tense Use or ‘ly’ sentence openers and to time connectives to order events.</p>	<p>Narrative – Gorilla Continue to apply the 5 part story. Retell a narrative consistently in the past tense</p>	<p>Narrative - The Magic Brush Continue to apply the 5 part story and use past tense consistently. Use or ‘ly’ sentence openers and to time connectives to order events.</p>

	<p>Include noun phrases for detail to the reader. Use of conjunctions to join two clauses. Develop the use of adverbs and higher level verbs to add further description.</p>	<p>Use 'ly' sentence openers and to time connectives to order events. Include noun phrases for detail to the reader. Further develop the use of conjunctions to include subordinating conjunctions. Develop the use of adverbs and higher level verbs to add further description. Use suffixes of words such as 'ful' and 'ness'. Apply speech marks for direct speech. Non Chronological Report – Gorillas and other endangered animals Apply the use of question sentences to develop questions for research and also to comment to the reader (eg Did you know?) Organise information into clear subheadings by grouping related ideas. Use statement sentences to convey clear information. Use ' the list of 3' for description (eg Elephants have long trunks, curly tusk and large ears. Understand how to use commas in a list Use diagrams, labels and captions. Use the present tense consistently</p>	<p>Continue the use of conjunctions to include subordinating conjunctions. Use arrange of suffixes in words for comparison or description (eg er, est, ful, less) Use the 'list of 3'for higher level description in sentences.(eg She wore red shoes, a long coat and a woolly hat) Apply speech marks for direct speech. Apply apostrophes for possession. Non fiction - China (culture) Apply the use of question sentences to develop questions for research and also to comment to the reader (eg Did you know?) Develop a clear introduction and conclusion. Organise information into clear subheadings by grouping related ideas. Use statement sentences to convey clear information including numerical facts Use ' the list of 3' for description (eg Elephants have long trunks, curly tusk and large ears. Use commas in a list Use diagrams, labels and captions. Use the present tense consistently Poetry – Chinese culture To understand how to use repeating refrains in poetry. Know what alliteration is and develop it independently through the use of supporting vocabulary banks. To apply the punctuation of poetry and understand how to set out lines of poetry.</p>
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Year 3	Autumn	Spring	Summer
	<p>Narrative Story mountain Noun phrases Fronted adverbials for time</p> <p>Non -Chronological Report Headings, sub-headings. Facts Opening and concluding statement. Sentence openers</p>	<p>Explanations Causal conjunctions Time conjunctions Writing in chronological order Clear steps to explain how something works. Imperative verbs</p> <p>Myths Conjunctions Character descriptions Story settings Fronted adverbials Paragraphs</p>	<p>Historical Stories Paragraphs Past tense Senses Direct speech</p> <p>Playscripts Stage directions – adverbs describing actions and voice. Setting the scene Reading with expression. Structure</p>

		Past tense	
	<p>Instructions Instructions: Time conjunctions and adverbs Identify and label key aspects of instruction writing. Imperative verbs Act out a set of instructions. Innovate a set of instructions</p> <p>Story Endings Build up of a story. Description – adjectives. Present tense Resolution – Cliff hangers. Adverbs Direct speech</p>	<p>News Reports Heading, by-line. 5ws Third Person.</p> <p>Poetry Rhyme Features of a poem. Haiku – syllables and rhythm Kennings – nouns and verbs</p>	<p>Recount Fronted adverbials</p> <p>Chapter settings Description - adjectives, adverbs. Fronted adverbials. Senses Prepositions Power of Three Conjunctions Similes</p>

Year 4	Autumn	Spring	Summer
	<p>Historical Story linked to history unit Anglo-Saxons Use of fronted adverbials Noun phrases Use of higher level conjunctions – therefore and however Use of correct speech punctuation Newspaper Reports – linked to Staffordshire hoard from history unit and visit Distinguish between fact and opinion To organise and present the writing to guide the reader using a headline, columns and pictures and caption</p>	<p>Poetry figurative language 1 To understand and use alliteration 2. To understand and use personification 3. To understand and use a variety of figurative language in a poem Traditional Tale – twisted 1 Identify elements of a story that can be changed 2. Use expanded noun phrases and adverbs when describing 3. Use co-ordinating and subordinating conjunctions 4. Use paragraphs in a story to indicate a change in place or time 5. To edit and improve writing 6. To have a clear distinction between the resolution and ending</p>	<p>Biography for Roald Dahl Explanation of the shirt machine Explanation for a machine you designed Playscript of a fairy story</p>
	<p>Fantasy Story – linked to Alice in Wonderland 1 Use a variety of fronted adverbials to start sentences 2. Speech between characters 3. To use a variety of techniques to enhance character descriptions 4. To include description and action in story openings Instructions – 1 Use of imperative verbs 2. Use of adverbs 3. To write clearly and concisely 4. Use colons Poetry – Similes and metaphors 1 To identify and use similes 2. To identify and use metaphors</p>	<p>Biography – linked to history the Anglo-Saxon and Viking Kings 1 To select suitable conjunctions to extend sentences 2. To consistently write in the past tense 3. To use emotive language when writing 4. To organise information using sub-headings</p> <p>Non-Chronological report</p>	<p>Persuasive text Write a persuasion text against school uniform (use literacy topical resources)</p> <p>Adverts Write a job advert for a job of your choice Wishing Tale Write a wish tale with a different way of granting wishes</p>

Year 5	Autumn	Spring	Summer
	<p>Narrative writing based on Kiss of Death Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action). Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Non Chronological Reports-Micro-organisms/Space</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocab... 3. Use consistent and correct use of tense. <ol style="list-style-type: none"> 1. Use skills from previous lessons to structure own report. 2. Up level own text to meet the success criteria for the non chron task. <ol style="list-style-type: none"> 1. Use skills from previous lessons to structure own report. 2. Up level own text to meet the success criteria for the non chron task. 	<p>Chronological reports linked to history unit: Ancient Egypt</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocab... 3. Use consistent and correct use of tense. <p>Play scripts based on myth of the god Osiris</p> <ol style="list-style-type: none"> 1. Create own scripted or improvised drama (including character development) in order to develop creative and imaginative writing. 2. Use hyphens and brackets correctly in the context of play 3. Write their scene in detail referring to their features list. Think of ways to keep the audience enthralled and entertained! 4. Look carefully at how adverbs are used in stage directions to assess whether they have created a suitable atmosphere for their play 	<p>Character study: Link to history unit: The Tudors Henry V111- BIOGRAPHY</p> <ol style="list-style-type: none"> 1. Use adjectives for effect. 2. Using hyphens to create adjectives to describe. 3. Figurative language. 4. Using a range of sentence openers highlight the key vocabulary and sentence variation.
	<p>Newspapers- Moon Landing</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headline, byline and quotations from those who are interviewed. 3. Use consistent and correct use of tense. 4. Use skills from previous lessons to structure own report. 5. Up level own text to meet the success criteria for the newspaper task. <p>Myths- Moon Myths Character descriptions</p> <p>Poetry- The Rubbish Tip- Pie Corbett Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before). Refine and edit their work, reading through their descriptions and character profiles for any spelling, grammar or punctuation errors that need correction. Write a presentation copy and decorate with fantastical graphic illustrations.</p>	<p>Narrative with a flashback.</p> <ol style="list-style-type: none"> 1. Chronological features of plot eg characters, events and past tense. 2. Modal verbs and there place in time. 3. Chapter development (HA) 4. Paragraph cohesion. 5. Speech marks/dialogue 	<p>Adventure story Kidnapped (Pie Corbett) Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action). Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before).</p> <p>Poetry- Fairgrounds Children could work in pairs to suggest ways of improving the poem using their own vocabulary and ideas. Establish features of a selected form clearly, with some adaptation to purpose. Add effects, music and jingles, trimming and fading each</p>

		sound to fit the narration and create a catchy memorable advert.
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Year 6	Autumn	Spring	Summer
	<p>Crime and Punishment (The Highwayman - stimulus) Diary entries from the perspective of Bess</p> <ol style="list-style-type: none"> Has a clear, chronological structure to the diary which is easy to follow concluding with a reflection (tense change). Spellings are nearly all correct and have use varied punctuation correctly (!'?"";-()) Varied sentence structure (simple, compound and complex sentences) to provide greater detail. Include varied and ambitious vocabulary throughout in adjectival phrases and adverbials and incorporate archaic language associated with the poem. Use description throughout including figurative language and implicit and explicit points of view. <p>Newspaper reports reporting on the death of the Highwayman.</p> <ol style="list-style-type: none"> Paragraph cohesion using conjunctions and adverbials. Organise and present writing to guide the reader using headline, by-line and quotations from those who are interviewed. Use consistent and correct use of tense with some variation for effect. Use direct and reported speech considering the formality of the language used. <p>Newspaper reports reporting on the death of the Highwayman.</p> <ol style="list-style-type: none"> Paragraph cohesion using conjunctions and adverbials. Organise and present writing to guide the reader using headline, by-line and quotations from those who are interviewed. Use consistent and correct use of tense with some variation for effect. Use direct and reported speech considering the formality of the language used. 	<p>Biography – inspirational figures</p> <ol style="list-style-type: none"> To select suitable conjunctions to extend sentences To consistently write in the past tense To use emotive language when writing To organise information using sub-headings Varied sentence structure (simple, compound and complex sentences) to provide greater detail. <p>Non-Chronological Reports - Baghdad (link to History unit - Early Islamic Civilisation).</p> <ol style="list-style-type: none"> Paragraph cohesion. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocabulary etc. Use consistent and correct use of tense. Varied sentence structure (simple, compound and complex sentences) to provide greater detail. Use of cause and effect connectives (e.g. because, therefore, consequently, so, as a result of) and subordinating conjunctions to link a main clause and a subordinate clause (e.g. although, whereas, rather than, since, even though) 	<p>Narrative: 'Beyond the Lines' video stimulus.</p> <ol style="list-style-type: none"> Secure independent planning across story types using 5 part story structure. Include suspense, cliff hangers, flashbacks/forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently working from plan Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action). Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Develop the use of direct speech and appropriate punctuation. Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before). Spellings are nearly all correct and have use varied punctuation correctly (!'?"";-()) Consider the impact of manipulating tenses – include present and past progressive and present perfect; past perfect <p>Confession: 'The German in the Woods' video stimulus. Battle of Britain (WW2)</p> <ol style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as on the other

			<p>hand, in contrast, or as a consequence).</p> <p>3. Active and passive verbs to create effect and to affect presentation of information.</p> <p>4. Commas for sentence of 3 – description, action, views/opinions, facts</p>
	<p>Non-Chronological Reports - Galapagos wildlife.</p> <ol style="list-style-type: none"> 1. Paragraph cohesion. 2. Organise and present writing to guide the reader using headings, diagrams, pictures, technical vocabulary etc. 3. Use consistent and correct use of tense. 4. Varied sentence structure (simple, compound and complex sentences) to provide greater detail. 5. Use of cause and effect connectives (e.g. because, therefore, consequently, so, as a result of) and subordinating conjunctions to link a main clause and a subordinate clause (e.g. although, whereas, rather than, since, even though) <p>Narrative – Alma (Literacy Shed)</p> <ol style="list-style-type: none"> 1. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives (for example to describe settings, characters, develop atmosphere and use dialogue to enhance character and action). 2. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. 3. Develop the use of direct speech and appropriate punctuation. 4. Use adverbials of time, place and number to link across paragraphs (for example later, nearby, secondly. Or tense choices He had seen her before). 5. 2. Spellings are nearly all correct and have use varied punctuation correctly (!'?"";-()) 	<p>Personification poetry</p> <p>Read and interpret a wide range of poems</p> <ol style="list-style-type: none"> 1. Express personal responses supported by reference to the text 2. Identify and explain poetic devices for creating images 3. Identify viewpoint 4. Take account of structural and language features when reading poems aloud 5. Understand that language changes over time 6. Use a reading journal to record personal responses and interpretations 7. Write questions for interrogating a poem 8. Write poems modelled on poems read 	<p>Diary entry from the perspective of Anne Frank.</p> <ol style="list-style-type: none"> 1. Has a clear, chronological structure to the diary which is easy to follow concluding with a reflection (tense change). 2. Spellings are nearly all correct and have use varied punctuation correctly (!'?"";-()) 3. Varied sentence structure (simple, compound and complex sentences) to provide greater detail. 4. Include varied and ambitious vocabulary throughout in adjectival phrases and adverbials and incorporates vocabulary/terms from the era. 5. Use description throughout including figurative language and implicit and explicit points of view. 6. Considers the formality of a young girl writing. <p>Poetry - 'Charge of the Light Brigade'.</p> <ol style="list-style-type: none"> 1. Children to look at the structure of a poem. 2. Children to select vocabulary within the correct context with figurative meaning. 1. Use description throughout including figurative language. 2. To consider the use of rhyme within their verses. 1. Children to use their success criteria to create their own poem reflecting emotive language and a clear structure.