



Year Little Stars	Phase 1	Phase 2	Phase 3	Phase 4
Key Texts	Owl babies (CLPE)	Goldilocks and three bears	The Very hungry caterpillar	Dear Zoo
Reading	I can enjoy sharing books, turning pages.	With support I am beginning to name characters, pretend to read, and recognise my name or photo.	With support I am beginning to talk about stories, recognise environmental print, give meaning to marks.	With support I am beginning to recall key events in my favourite stories.
Oracy	I can respond to my name, listen to short stories and songs, use gestures and single words to communicate needs.	I can use 2–3 word phrases, follow simple instructions, join in with repeated refrains and actions.	I can use short sentences (3–5 words), answer a where question, use new vocabulary in play.	I can ask simple questions, speak confidently to familiar adults and peers.



Year Little Stars	Phase 1	Phase 2	Phase 3	Phase 4
Key Texts	Owl babies (CLPE)	Goldilocks and three bears	The Very hungry caterpillar	Dear Zoo
Writing Composition	I enjoy large scale mark making.	I enjoy making marks with meaning.	I am beginning to give meaning to marks.	With support I am beginning to make purposeful marks, talk about my drawings and writing.



Year N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>Barbara throws a wobbler CLPE SSh we have a plan CLPE The Colour Monster</p> <p>We're going on a bear hunt CLPE Dear Santa</p>		<p>The gingerbread man Three billy goats gruff The three little pigs</p> <p>Little red hen</p>		<p>Oliver's vegetables Vivian French Jaspers beanstalk Sam Godwin The tiny seed 10 seeds Jack and the beanstalk</p> <p>What the ladybird heard CLPE</p>	
Reading	<p>Comprehension-I can name some characters from a familiar story. I know that story time is fun. I can look at a book independently. I can turn pages carefully and one at a time. I can enjoy sharing a book with an adult or a friend. I can talk about some pictures in a favourite book.</p> <p>Word reading - I can point to the writing in a text when asked to. I know that print carries meaning. I know that print can have different purposes. I can find my name with adult support. I can enjoy listening to rhymes and poems.</p>		<p>Comprehension-I know that in English we read from left to right and top to bottom. I can understand one key event in a familiar story. I can pretend to read a familiar book. I can point to the part I like in a familiar book. I know that books have a beginning and an end.</p> <p>Word reading -I can count and clap syllables in words. I can recognise my name out of a small selection. I can recognise familiar words in the local environment eg Aldi, Sainsbury's.</p>		<p>Comprehension-I can name different parts of a book (front cover, back, title). I can learn basic new words related to key books. I can make a choice about which book I like best. I can give a reason why I like a specific part in a book. I can make a simple prediction about what might happen next.</p> <p>Word reading -I can hear that some words have the same initial sound , eg mat and mummy. I can recognise my name out of a large selection.</p>	



			I can recognise some of my friends' names.
Oracy	<p>I can communicate my needs and wants using 2-3 word phrases.</p> <p>I can join in with simple refrains in familiar rhymes and stories with actions to support.</p> <p>I know how to find things out by asking simple questions.</p> <p>I can point at pictures, use single words/ short phrases to communicate what I plan to do.</p>	<p>I can communicate my needs and wants using short sentences.</p> <p>I can initiate a conversation with a friend or adult.</p> <p>I can join in with simple refrains in familiar rhymes and stories.</p> <p>I can use talk to organise my play.</p> <p>I can use simple sentences to communicate what I plan to do (3-4 words).</p> <p>I know how to take turns in small discussions.</p>	<p>I can use a longer sentence during carpet time (4- 6 words).</p> <p>I can answer why questions with some support.</p> <p>I can use some new words to express myself and my thoughts.</p> <p>I know 2 familiar songs or rhymes off by heart.</p> <p>I will ask why when exploring during play sessions.</p>

Year N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>Barbara throws a wobbler CLPE</p> <p>SSH we have a plan CLPE</p> <p>The Colour Monster</p> <p>We're going on a bear hunt CLPE</p> <p>Dear Santa</p>		<p>The gingerbread man</p> <p>Three billy goats gruff</p> <p>The three little pigs</p> <p>Little red hen</p>		<p>Oliver's vegetables Vivian French</p> <p>Jaspers beanstalk Sam Godwin</p> <p>The tiny seed</p> <p>10 seeds</p> <p>Jack and the beanstalk</p> <p>What the ladybird heard CLPE</p>	
Writing Composition	<p>I enjoy making marks.</p> <p>I can make marks to represent my name on a card I have made eg Diwali or Christmas.</p>		<p>I can tell an adult about my picture or my painting.</p> <p>I can create representations of people.</p>		<p>I can give meaning to marks as I write.</p> <p>I know that writing conveys meaning.</p>	
Transcription	<p>I can make marks using pens, pencils, crayons and paints.</p>		<p>I can include some letter like shapes in my mark making.</p>		<p>I can write some letters in my name independently.</p>	



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	I can draw circles and lines in the air and on paper.	I can copy some letters in my name.	I can write some recognisable letters in my independent writing.
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Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Ruby's Worry CLPE In every house in every street Twirly whirly me The Gigantic Turnip CLPE Blue Penguin CLPE		10 Things I can do to help my world CLPE Planet full of plastic Three billy goats gruff, three little pigs, Gingerbread man Rosies walk Martha maps it out		Errol's Garden CLPE Peepo The tiger who came to tea Yucky worms CLPE	
Reading	Word reading-I can read some individual letters by saying the sound for them (RWI scheme) I can blend sounds into words when spoken by an adult. Comprehension - I can understand the words author and illustrator. I can make a prediction about the book based on the front cover/title. I know events that happen at the start and end of a story. I can describe and talk about some of the characters from key books.		Word reading- I know 26 initial sounds. I can read some CVC words using the letter sounds I know. I can read some red words (RWI scheme) I can read dittys and red books (RWI scheme). Comprehension-I can use a story map to retell a story. I know events that happen at the start, middle and end of a story. I can use recently introduced vocabulary from a focus book during play. I can make predictions about what will happen next, based on the story so far.		Word reading-I know my alphabet sounds and 10 digraphs. I can use my phonic knowledge to read short words. I can read simple sentences including red words. I can read Green Story Books (RWI scheme). Comprehension-I can retell a story that has been read to me using new vocabulary. I can anticipate key events in stories. I can use and understand recently used vocabulary during class discussion and or role play. I can suggest appropriate alternative endings of a story.	



<p>Oracy</p>	<p>Listening and attention -I can listen to stories and non-fiction, understanding and retaining a growing number of new words. I can listen to others in a whole class group. I can understand what objects are used for e.g. paintbrushes for painting. Speaking -I can communicate using longer sentences with a simple connective e.g. because, and. I can retell a story using signs to support me. I know how to take turns in conversations in play. I know how to express my ideas during carpet time. I can answer why questions.</p>	<p>Listening and attention -I can understand a short story without pictures or prompts. I know how to listen attentively. I know listening is important. I can learn new words linked to the interests of others Speaking -I can talk about a past event sometimes using correct tense. I can retell a familiar story. I can use the correct pronouns during conversations. I know how to introduce interesting vocabulary into class/group discussions, especially when linked to my interests.</p>	<p>Listening and attention -I can ask questions when I don't understand something I can maintain attention and listen effectively in a wide range of situations I can understand and answer why, how, where, who and what questions Speaking -I can include recently introduced vocabulary in independent play. I can use a mix of storybook language and my own words to complete a story. I can sequence an event or story using words such as first, next, then, before and finally. I know a poem, and a bank of rhymes and songs off by heart.</p>
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YearR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Ruby's Worry CLPE In every house in every street Twirly whirly me The Gigantic Turnip CLPE Blue Penguin CLPE		10 Things I can do to help my world CLPE Planet full of plastic Three billy goats gruff, three little pigs, Gingerbread man Rosies walk Martha maps it out		Errol's Garden CLPE Peepo The tiger who came to tea Yucky worms CLPE	
Writing Composition	I can write my first name independently. I can write letters that I have learned in my independent play.		I can write simple labels and captions.		I can write simple phrases and sentences that can be read by others.	
Transcription	I can write some correct initial sounds. I can write some CVC words.		I can write some CCVC and CVCC words.		I can write letters which are mostly correctly formed. I can use my phonic knowledge to write words.	



Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation			I am beginning to use full stops. I am beginning to use finger spaces.		I sometimes use capital letters and full stops correctly.	
Spelling	I can write some CVC words.		I can write some phonetically plausible words. I can write some common exception words. I can write some CCVC and CVCC words.		I can use my phonic knowledge to write words.	



Depending on children's outcomes in RWI they will access the Year 1 Curriculum when ready to progress in RWI groups.						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Power of Reading: Fiction - Beegu Poetry - Out and About a First Book of Poems Leaf Thief Pumpkin Soup Pattan's Pumpkin	Power of Reading: Fiction - Emperor's Egg : Winter Sleep	Power of Reading: Fiction- The Robot and the Bluebird Rabbit and Bear	Power of Reading: Fiction - The Adventures of Egg Box Dragon Three Little Pigs	Power of Reading: Fiction- The Bee who spoke The Growing Story Oliver's Vegetables Jack and The Beanstalk The Tiny Seed	Power of Reading: The Secret Sky Garden There's a Tiger in the Garden
Reading (RWI)	Purple Read Set 2 Sounds and Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Pink Read Set 2 Sounds and matching Phonics Green Words Teach Set 3 Sounds and matched Phonics Green Words (once reading Set 2 sounds and words confidently) Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Orange Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Yellow Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Yellow Teach Set 3 Sounds and matched Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words
All NC reading	apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or groups of					



<p>objectives to be covered throughout all texts in a cumulative and progressive way throughout the year</p>	<p>letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading discussing the significance of the title and events making inferences on the basis of what is being said and done predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them.</p>
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<p>Oracy</p>	<p>Focus Listening & Responding Objectives Listen/respond appropriately Outcomes Whole-class discussion Activities Story circle discussions; Q&A with props; “Who, What, Where” questions</p>	<p>Focus Speaking Clearly Objectives Speak audibly; give explanations Outcomes Oral recounts Activities Show and tell; explain how to make something (recipe or craft)</p>	<p>Focus Turn-taking & Building Ideas Objectives Build on others’ ideas; take turns Outcomes Partner/group talk Activities Partner storytelling; “Yes, and...” improvisation games</p>	<p>Focus Describing & Explaining Objectives Give short clear descriptions Outcomes Story description tasks Activities Describe objects to a partner without showing it; explore descriptive vocabulary in a text</p>	<p>Focus Storytelling & Retelling Objectives Retell events in order Outcomes Retelling with time words Activities Story map and retell; sequence cards for recounting personal events</p>	<p>Focus Role Play & Drama Objectives Act out stories; use dialogue Outcomes Character exploration Activities Role-play familiar stories; puppet theatre; drama hot-seating</p>
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Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Power of Reading: Fiction - Beegu Poetry - Out and About a First Book of Poems Leaf Thief Pumpkin Soup Pattan's Pumpkin	Power of Reading: Fiction - Emperor's Egg : Winter Sleep	Power of Reading: Fiction- The Robot and the Bluebird Rabbit and Bear	Power of Reading: Fiction - The Adventures of Egg Box Dragon Three Little Pigs	Power of Reading: Fiction- The Bee who spoke The Growing Story Oliver's Vegetables Jack and The Beanstalk The Tiny Seed	Power of Reading: The Secret Sky Garden There's a Tiger in the Garden
Writing Composition	RWI purple Get Writing opportunities see RWI planning materials for details of content	RWI Pink Get Writing opportunities see RWI planning materials for details of content	RWI Orange Get Writing opportunities see RWI planning materials for details of content	RWI Yellow Get Writing opportunities see RWI planning materials for details of content	RWI Yellow Get Writing opportunities see RWI planning materials for details of content	RWI Blue Get Writing opportunities see RWI planning materials for details of content



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation (TBC with RWI)	Introducing Punctuation Introducing Sentences Sentence Structure Introducing Exclamation Marks Introducing Question Marks Proper Names and the Personal Pronoun 'I' Sequencing Sentences and Using 'and'		Proper Names and the Personal Pronoun 'I' Singular and Plural Introducing exclamation marks Adding endings Sequencing Sentences and Using 'And' Using the prefix 'un'		Sentence Punctuation The Purpose of Punctuation Syllables Compound Words Using the prefix 'un-' Plurals - adding '-s' or '-es' Suffixes '-ing', '-ed', '-er' and '-est' can be added to some words without changing the spelling	
Spelling	RWI Spelling patterns & sounds Letter Join Phase 5 phonics revision (if needed) Common Exception Words (CEWs) e.g. the, said, was, you, they Regular plural suffix -s / -es Prefix un- Simple compound words (football, playground) Days of the week (capital letters focus)		RWI Spelling patterns & sounds Letter Join -ing, -ed, -er, -est (where no change to root word) Words ending in: -ff, -ll, -ss, -zz -nk Vowel digraph spellings: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, air, ear Continue Common Exception Words		RWI Spelling patterns & sounds Letter Join Words with: tch ve (have, give, live) Adding -s / -es / -ing / -ed / -er / -est Alternative phonemes: ph (phone) wh (wheel) Continued Common Exception Words Simple dictated sentences (applying spelling + capital letters + full stops)	
Transcription	Letter Families (Printed then Introducing Pre-cursive) Curly caterpillar family: c, a, o, d, g, q, e, s, f Long ladder family: l, i, t, u, y, j One-armed robot family: r, n, m, h, b, p, k Start and finish letters in the correct place. Form lower-case letters correctly.		Consistent size and orientation Letters sitting correctly on the line Ascenders and descenders correctly formed Clear spacing between words Practise all lower-case letters with correct orientation		Increased fluency and speed (without losing accuracy) Secure letter formation from memory Consistent pre-cursive style Begin regular joining (if school policy introduces joins in Year 1) Diagonal joins to letters without ascenders (if	



	<p>Begin to introduce simple lead-in strokes (pre-cursive entry strokes).</p> <p>Dictation (RWI)</p>	<p>Introduce capital letters (correct size and positioning)</p> <p>Begin simple diagonal and horizontal joins (if ready)</p> <p>Dictation (RWI)</p>	<p>ready)</p> <p>Horizontal joins (if ready)</p> <p>Dictation (RWI)</p>
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Depending on children's outcomes in RWI they will access the Year 2 English Curriculum when ready to progress.						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Poems to perform Here we Are	Rapunzel The Owl who was afraid of the Dark	Meerkat Mail George's Marvellous Medicine	Where the Wild things are The Dark	Marvellous, fluffy Squishy Itty Bitty A Crows Tale	The Secret of Black Rock orangutans (AL)
Reading All NC reading objectives to be covered throughout all texts in a cumulative and progressive way throughout the year	RWI Blue Teach Set 3 Sounds and corresponding Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	RWI Grey Read Set 1, 2 and 3 Sounds and matched Phonics Green Words Speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	RWI Grey Read Set 1, 2 and 3 Sounds and matched Phonics Green Words Speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far		
	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes					



	<p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>			<p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>			
<p>Oracy</p>	<p>Focus Extending Ideas</p> <p>Objectives Speak in sentences with conjunctions; give reasons</p> <p>Outcomes Short oral explanations</p> <p>Activities “Because” sentence games; share opinions on story events</p>	<p>Focus Listening to Others</p> <p>Objectives Listen/respond; ask questions</p> <p>Outcomes Partner discussions</p> <p>Activities Peer interview; Q&A after story reading</p>	<p>Focus Justifying Opinions</p> <p>Objectives Use evidence/examples</p> <p>Outcomes Simple debates</p> <p>Activities Class debates (“Which character was kindest?”); “Agree/Disagree” line-ups</p>	<p>Focus Collaborative Talk</p> <p>Objectives Work in pairs/groups; summarise</p> <p>Outcomes Group problem-solving</p> <p>Activities Group story creation; planning a class display collaboratively</p>	<p>Focus Storytelling & Performance</p> <p>Objectives Retell stories with detail; role play</p> <p>Outcomes Character role-play</p> <p>Activities Freeze-frame story moments; role-play with dialogue</p>	<p>Focus Sharing & Presenting</p> <p>Objectives Speak audibly; structure ideas</p> <p>Outcomes Present experiences</p> <p>Activities “My holiday news” presentations; small group sharing</p>	



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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Poems to perform Here we Are	Rapunzel The Owl who was afraid of the Dark	Meerkat Mail George's Marvellous Medicine	Where the Wild things are The Dark	Marvellous, fluffy Squishy Itty Bitty A Crows Tale	The Secret of Black Rock Orangutans (AL)
Writing Composition	RWI Blue Get Writing opportunities see RWI planning materials for details of content	RWI Grey Get Writing opportunities see RWI planning materials for details of content	RWI Grey Get Writing opportunities see RWI planning materials for details of content	Purpose: To write a description of the setting using powerful vocabulary Audience: The teacher & class National Curriculum Links (Y2): develop positive attitudes towards and stamina for writing Noun Phrases planning or saying out loud what they are going to write about Key Features of the Genre: Noun phrases Accurate punctuation Powerful adjectives Accurate punctuation Using sense to support the description. Success Criteria: I will include noun phrases	Purpose: To write an advert for a cake which includes a description of the product. Audience: People who might visit a bakery to buy a cake. National Curriculum Links (Y2): Writing for different purposes. Noun phrases Present tense Powerful adjectives Commas in lists proof-reading to check for errors in spelling, grammar and punctuation Key Features of the Genre: Powerful descriptive vocabulary. Describing the cake's appearance, taste and	Purpose: To write in role explaining Erin's viewpoint Audience: The adults in the story National Curriculum Links (Y2): encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing read aloud what they have written with appropriate intonation to make the meaning clear. Subordinating Conjunctions Key Features of the Genre: Clear viewpoint Write in role First person Emotive and persuasive language



				<p>I will use powerful adjectives to describe what I can see, hear and feel.</p> <p>I can use accurate punctuation</p> <p>I will give a clear description of the setting.</p> <p>Purpose: <u>To their own version of the story Where the Wild Things Are</u></p> <p>Audience: Younger children</p> <p>National Curriculum Links (Y2): writing narratives encapsulating what they want to say, sentence by sentence</p> <p>Re-reading to check their writing makes sense.</p> <p>make simple additions, revisions and corrections to their own writing</p> <p>Key Features of the Genre: Subordinating and coordinating conjunctions. Clear narrative structure. Use of powerful adjectives. Accurate punctuation. Past tense. Noun phrases</p>	<p>smell to appeal to the senses.</p> <p>Accurate punctuation</p> <p>Different sentences forms</p> <p>Success Criteria: I will describe the cakes appearance, smell and taste.</p> <p>I will use powerful adjectives</p> <p>I will use noun phrases.</p> <p>I will use accurate punctuation including commas in lists.</p> <p>I will use questions, exclamations and statements.</p> <p>Purpose: <u>To write an information text about MFSIB</u></p> <p>Audience: Younger children,</p> <p>National Curriculum Links (Y2): Writing a non- fiction text Conjunctions Present tense Powerful adjectives</p> <p>Key Features of the Genre: Organise writing using sub headings Grouping linked information together</p>	<p>Give clear reasons to protect Black Rock.</p> <p>Success Criteria: Write in the first person I will explain why Black Rock is important and why we should save it. I will use emotive and persuasive words and phrases. I will use accurate punctuation, I will include conjunctions.</p> <p>Purpose: <u>To write an information text about a sea creature.</u></p> <p>Audience: For children doing science next year.</p> <p>National Curriculum Links (Y2): Writing a non- fiction text Conjunctions Present tense Powerful adjectives</p> <p>Key Features of the Genre: Organise writing using sub headings</p>
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				<p>Different sentence forms (.!?)</p> <p>Success Criteria: I will include noun phrases I will use powerful adjectives to describe the setting and characters I can use accurate punctuation. I will use conjunctions to start and join sentences. My story will have a clear beginning, middle and end.</p> <p>Purpose: <u>To write a call and response poem to reassure someone who is scared of the dark</u></p> <p>Audience: A person who is scared of the dark.</p> <p>National Curriculum Links (Y2): develop positive attitudes towards and stamina for writing Adjectives Writing poetry</p> <p>Key Features of the Genre: Repetition Call and response structure</p>	<p>Describing the MFSIB. Accurate punctuation Different sentences forms</p> <p>Success Criteria: I will use subheadings I will write information about the MFSIB's appearance, diet, uses and fun facts. I will use conjunctions I will use accurate punctuation including commas in lists. I will use questions, and statements</p> <p>Purpose: <u>To write a powerful description of the crow</u></p> <p>Audience: Teacher & other children</p> <p>National Curriculum Links (Y2): develop positive attitudes towards and stamina for writing Noun Phrases planning or saying out loud what they are going to write about</p> <p>Key Features of the Genre: Noun phrases Accurate punctuation</p>	<p>Grouping linked information together Describing the sea creature.</p> <p>Accurate punctuation Different sentences forms</p> <p>Success Criteria: I will use subheadings I will write information about the sea creature's appearance, diet, habitat and fun facts. I will use conjunctions I will use accurate punctuation including commas in lists. I will use questions, and statements</p> <p>Purpose: <u>To write instructions on how to care for a pet.</u></p> <p>Audience: Pet owners</p> <p>National Curriculum Links (Y2): Writing a non-fiction text Imperative verbs Present tense Clear sentence structure.</p> <p>Key Features of the Genre: Imperative verbs Clear step by step instructions</p>
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				<p>Apostrophes for missing letters 'Don't</p> <p>Accurate punctuation</p> <p>Success Criteria:</p> <p>I will include repetition</p> <p>I will include reasons people might be afraid of the dark.</p> <p>I will include reasons why people might like the dark.</p> <p>I will include adjectives.</p> <p>I will use accurate punctuation including apostrophes.</p> <p><u>Purpose: To retell the story from the point of view of the dark.</u></p> <p>Audience:</p> <p>The teacher & the class</p> <p>National Curriculum Links (Y2):</p> <p>develop positive attitudes towards and stamina for writing</p> <p>To write narratives</p> <p>Past tense</p> <p>Key Features of the Genre:</p> <p>Subordinating and coordinating conjunctions.</p> <p>Clear narrative structure.</p> <p>Use of powerful adjectives.</p>	<p>Powerful adjectives</p> <p>Accurate punctuation</p> <p>Using sense to support the description.</p> <p>Conjunctions to join</p> <p>Success Criteria:</p> <p>I will include noun phrases</p> <p>I will use powerful adjectives to describe Rainbow crow's appearance and personality</p> <p>I can use accurate punctuation</p> <p>I will include conjunctions.</p> <p><u>Purpose: To write a letter to Rainbow crow, thanking him and encouraging him now he has changed.</u></p> <p>Audience:</p> <p>The Crow</p> <p>National Curriculum Links (Y2):</p> <p>Writing for different purposes.</p> <p>Adjectives</p> <p>Conjunctions</p> <p>Different sentence forms</p> <p>Accurate punctuation</p> <p>proof-reading to check for errors in spelling, grammar and punctuation</p> <p>Key Features of the Genre:</p>	<p>Information on how to care for a pet.</p> <p>Success Criteria:</p> <p>I will use imperative verbs</p> <p>I will give step by step instructions.</p> <p>I will plan my sentences carefully.</p> <p>I will use accurate punctuation.</p> <p><u>Purpose: To write a non chronological report about a mammal</u></p> <p>Audience:</p> <p>For children doing science next year.</p> <p>National Curriculum Links (Y2):</p> <p>Writing a non- fiction text</p> <p>Conjunctions</p> <p>Present tense</p> <p>Powerful adjectives</p> <p>Key Features of the Genre:</p> <p>Organise writing using sub headings</p> <p>Grouping linked information together</p> <p>Describing the animal</p> <p>Accurate punctuation</p> <p>Different sentences forms</p> <p>Success Criteria:</p> <p>I will use subheadings</p>
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				<p>Accurate punctuation. Past tense. Noun phrases Exciting sentence openers First person</p> <p>Success Criteria: I will include noun phrases I will use powerful adjectives to describe Lazlo and the house I will use a range of sentence openers. I can use accurate punctuation. I will use conjunctions to start and join sentences. My story is from the Dark's point of view. I will use the past tense. I will use the first person.</p>	<p>A greeting first & second person Writing in role Using appropriate tense. Success Criteria: I will start with a greeting and end with a sign off. I will explain why I am grateful to the Crow I will encourage the Crow to accept himself now he has changed. I will include powerful language such as adjectives and conjunctions. I will use different sentence forms.</p>	<p>I will write information about the animal's appearance, diet, habitat and fun facts. I will use conjunctions I will use accurate punctuation including commas in lists. I will use questions, and statements</p>
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation	Introducing nouns Introducing Verbs Coordinating Sentences Different Sorts of Sentences Introducing full stops, question and exclamation mark Capital Letters		Nouns, verbs and adjectives Adjectives Past and Present Tense Irregular past tenses Compound nouns Coordinating sentences Noun phrases		The progressive form of verbs Apostrophes for Contractions Apostrophes for possession Using commas in a list Homophones and near homophones	
Spelling	1. The /n/ sound spelt kn- and (less often) gn- at the beginning of words. 2. The /r/ sound spelt wr- at the beginning of words. 3. The /s/ sound spelt c before e, i and y. 4. The /j/ sound spelt j or g. 5. The /j/ sound spelt as ge and dge. 6. Common Exception Words	1. The /l/ sound spelt -le at the end of words. 2. The /l/ sound spelt -el at the end of words. 3. The /l/ sound spelt -al at the end of words. 4. Words ending -il. 5. Common Exception Words 2. 6. Compound words 2.	1. The /i/ sound spelt -y at the end of words. 2. Adding -ies to words ending in -y. 3. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. 4. Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. 5. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single	1. The /u/ sound spelt o. 2. The /ee/ sound spelt -ey. 3. The /o/ sound spelt a after w or qu. 4. The /ur/ sound spelt or after w. 5. The /or/ sound spelt ar after w. 6. The /zh/ sound spelt s.	1. The /or/ sound spelt a before l and ll. 2. The suffixes -ment, -ness & -ful 3. The suffixes -less and -ly. 4. Words ending in -tion. 5. Common Exception Words 4. 6. Common Exception Word 5.	1. Homophones 1. 2. Homophones and near-homophones 2. 3. Contractions. 4. The possessive apostrophe (singular nouns). 5. Common Exception Words 6 6. *Question words.



			consonant letter after a single vowel letter. 6. Common Exception Words 3.			
Transcription & Handwriting	<ul style="list-style-type: none"> Correct posture and pencil grip Accurate letter formation Consistent letter size and orientation Secure ascenders and descenders Spacing between words Revising Letter Families Curly letters (c, a, d, g, o, q, s, e, f) Ladder letters (l, i, t, u, y, j) One-armed robot letters (r, n, m, h, b, p, k) Introducing Joins (Letter-join progression) Diagonal and Horizontal joins b and d Practise simple joined digraphs sequencing Dictation HFW 	<ul style="list-style-type: none"> Diagonal joins to ascenders Horizontal joins to ascenders Practising tricky joins (e.g. br, pr, wh) Consistency in size and slant Developing Fluency Writing sentences at speed Maintaining legibility when writing longer pieces Capital letters and full stops correctly positioned within joined writing Number formation Capital Letters Dictation HFW 	<ul style="list-style-type: none"> Confident, consistent joined handwriting Even spacing and sizing Neat presentation across subjects Writing on lines with appropriate ascender/descender height Speed and Automaticity Dictation passages Timed handwriting practice Applying joins automatically without prompting 			



Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>PoR: Ug Boy Genius of the Stone Age</p> <p>PoR: The Iron Man</p>	<p>PoR: Michael Rosen's Big Book of Bad Things Poetry</p> <p>PoR: Quill Soup)</p> <p>PoR: The Pebble in my Pocket information text (s</p>	<p>PoR: Pugs of the Frozen North. Illustrated Novel.</p> <p>Shape Poems (Wordsmith)</p>	<p>PoR: The Lost Happy Endings</p> <p>Arthur and the Golden Rope</p>	<p>PoR: The Rhythm of Rain</p> <p>Performance poetry Wordsmith</p>	<p>PoR: Marcy and the Riddle of the Sphinx</p> <p>The Ancient Egypt Sleepover Club</p>
Reading	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] <p>understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied 					



	<p>identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
<p>Oracy</p>	<p>Focus: Foundations of Talk & Listening Skills Key Coverage listen and respond appropriately to adults and peers maintain attention and participate actively in collaborative conversations speak audibly and clearly with increasing confidence Learning Opportunities Class discussion rules and routines Talk partner games Listening ladder activities Sharing ideas about familiar stories or experiences Modelling full sentences in discussion</p>	<p>Focus: Asking Questions & Extending Ideas Key Coverage ask relevant questions to extend understanding use spoken language to explore ideas use strategies to build vocabulary Learning Opportunities Question stems display (“Why...?”, “How do you know...?”) Hot seating characters from stories Science enquiry questioning Group brainstorming activities Sharing and explaining ideas in pairs</p>	<p>Focus: Explaining & Giving Reasons Key Coverage articulate and justify answers and opinions give well-structured descriptions and explanations speak audibly and fluently with increasing clarity Learning Opportunities Explain maths reasoning to a partner Describe processes in Science “Convince me” activities for PE tactics or problem-solving Oral rehearsal before writing or presentation</p>	<p>Focus: Responding to Others & Considering Viewpoints Key Coverage consider and evaluate different viewpoints participate actively in collaborative conversations articulate and justify opinions Learning Opportunities Small group debates on familiar topics Role cards: summariser, questioner, challenger Moral dilemma discussions in PSHE or History Peer feedback on discussion participation</p>	<p>Focus: Performance & Presentation Skills Key Coverage participate in discussions, presentations, performances, role play, improvisations and debates gain and maintain listener interest select and use appropriate registers for effective communication Learning Opportunities Drama activities: freeze frame, role play Poetry or story performance Presenting learning to another class Voice projection, pace, and expression workshops</p>	<p>Focus: Independent Discussion & Oracy Application Key Coverage (All PoS statements revisited and applied independently) give descriptions, explanations and narratives participate in discussions and debates consider and evaluate different viewpoints use appropriate registers maintain and monitor listener interest Learning Opportunities End-of-year group presentations or projects Panel-style discussions or debates Reflective oral</p>



					Adapting tone for audience (formal/informal)	recounts of learning Recorded presentations for assessment evidence Peer and self-assessment of discussion skills
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>PoR: Ug Boy Genius of the Stone Age</p> <p>PoR: The Iron Man</p>	<p>PoR: Michael Rosen's Big Book of Bad Things Poetry</p> <p>PoR: Quill Soup</p> <p>PoR: The Pebble in my Pocket information text</p>	<p>PoR: Pugs of the Frozen North. Illustrated Novel.</p> <p>Shape Poems (Wordsmith)</p>	<p>PoR: The Lost Happy Endings</p> <p>Arthur and the Golden Rope</p>	<p>PoR: The Rhythm of Rain</p> <p>Performance poetry Wordsmith</p>	<p>PoR: Marcy and the Riddle of the Sphinx</p> <p>The Ancient Egypt Sleepover Club</p>
Writing Composition	<p><u>Ug: Boy Genius of the Stone Age</u> Genre Narrative (Adventure Story) Purpose To entertain To develop imagination and story structure Audience Class peers Year 3 readers PoS Coverage Plan writing by noting and developing ideas Draft and write by organising paragraphs around events Describe settings and characters Articulate and justify actions or decisions of characters</p>	<p><u>Michael Rosen's Big Book of Bad Things</u> Genre Poetry (Humorous / Free Verse) Purpose To experiment with language and rhythm Audience School poetry display PoS Coverage Explore vocabulary for effect Organise lines and stanzas to create rhythm Use figurative language (simile, metaphor, onomatopoeia) Draft, edit, and perform poetry Consider audience and impact of language Key Features of Genre</p>	<p><u>Pugs of the Frozen North</u> Genre Narrative (Adventure Story) Purpose To build suspense and excitement Audience Year 3 readers PoS Coverage Plan writing by developing ideas and story structure Draft and write paragraphs with clear sequence Describe characters and settings vividly Develop a problem and resolution Use cohesion and linking words (first, then,</p>	<p><u>The Lost Happy Endings</u> Genre Narrative (Fantasy / Fairy Tale) Purpose To explore imagination and story structure Audience Create a fantasy story book for the school library PoS Coverage Plan ideas with characters, setting, problem, and ending Draft and organise paragraphs logically Describe characters and settings vividly Use dialogue to develop characters and advance plot</p>	<p><u>The Rhythm of Rain Writing Task</u> Write a narrative from the perspective of a single raindrop travelling from the sky to the sea. Children personify the raindrop and describe its journey as an adventure story Genre Narrative (Journey Story / Personification) Purpose To describe a journey creatively To explore viewpoint writing Audience Year 3 peers PoS Coverage Plan writing by</p>	<p><u>Marcy and the Riddle of the Sphinx</u> Genre Adventure Narrative Purpose To develop problem-solving through storytelling Audience Readers of the Marcy books Programme of Study Coverage Plan writing by discussing structure and vocabulary Organise paragraphs around a theme Create characters and settings Use dialogue to advance action Extend sentences using</p>



	<p>Use cohesion across paragraphs Evaluate and edit own writing Key Features of Genre Clear beginning, middle, end Problem and resolution Character description (Ug / inventors) Exciting and adventurous vocabulary Use of dialogue to show character and move action forward Success Criteria – ARE Story has a clear structure with beginning, middle, end Characters and setting are described with detail Paragraphs organise ideas clearly Problem and resolution are included Some dialogue punctuated correctly Cohesive devices (and, then, so) used appropriately Success Criteria – GD Exciting, imaginative vocabulary is sustained Dialogue shows personality and advances action Paragraphing is deliberate to build tension or pace</p>	<p>Playful or exaggerated tone Line breaks for effect Repetition and rhyme if appropriate Humorous situations or exaggerations Figurative and vivid language Success Criteria – ARE Poem is humorous or playful Line breaks used effectively At least one example of figurative language Ideas are organised into lines or stanzas Vocabulary is engaging and clear Success Criteria – GD Figurative language is varied and precise Line breaks and punctuation enhance rhythm and meaning Humour is sustained throughout Wordplay or inventive vocabulary used creatively Poem is performable with expressive voice Quill Soup Genre Narrative (Folktale / Traditional Tale) Purpose</p>	<p>next) Draft, edit, and evaluate own writing Key Features of Genre Clear beginning, middle, and end Heroic protagonist (animal or human) Problem and resolution Exciting vocabulary (cold, perilous, brave) Dialogue to reveal character and advance plot Success Criteria – ARE Story has a clear structure Characters and setting described Problem and resolution included Paragraphs organised logically Some dialogue punctuated correctly Success Criteria – GD Vocabulary creates tension and excitement Dialogue develops personality and moves plot Paragraphing builds suspense or pace Problem-solving is imaginative and logical Engaging opening and memorable ending Pugs of the Frozen</p>	<p>Draft, edit, and evaluate own writing Key Features of Genre Beginning, middle, end structure Magical or fantastical elements Problem and resolution clearly shown Dialogue included to show personality Rich vocabulary to create atmosphere Success Criteria – ARE Story has clear beginning, middle, and end Characters and setting described Problem and resolution included Paragraphs organised logically Dialogue punctuated correctly Success Criteria – GD Magical/fantastical language used creatively Dialogue advances plot and reveals personality Paragraphing builds tension or suspense Problem-solving is imaginative and logical Engaging opening and memorable ending The Lost Happy Endings</p>	<p>discussing structure and vocabulary Organise paragraphs around a theme Create settings and characters Use first person consistently Use conjunctions (when, because, if, so) Draft and edit for clarity and impact Key Features of Genre First-person voice (“I drifted...” “I tumbled...”) Clear journey structure (beginning, middle, end) Personification Descriptive language Time conjunctions Emotional responses to events Success Criteria – ARE Writing is clearly in first person Journey is sequenced logically Setting described Paragraphs grouped appropriately Conjunctions used to extend sentences Success Criteria – GD Personification used effectively Vocabulary is ambitious (cascade, shimmer, current) Feelings woven into the</p>	<p>conjunctions Draft and edit for clarity Key Features Clear beginning, middle and end Problem and resolution Suspense-building vocabulary Dialogue with correct punctuation Descriptive setting (desert, tomb, temple) Success Criteria – ARE Story has clear structure Problem and solution included Setting described Paragraphs organised logically Dialogue punctuated mostly correctly Success Criteria – GD Suspense built effectively Dialogue reveals character and moves plot Vocabulary ambitious and precise Varied sentence structures Ending is satisfying and links to theme Marcy and the Riddle of the Sphinx Genre Newspaper Report Purpose</p>
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	<p>Problem-solving is logical and creative Cohesion between paragraphs is strong Opening and ending are engaging and memorable Ug: Boy Genius of the Stone Age Genre Descriptive Writing / Character Profile Purpose To engage the reader with vivid imagery Audience Younger students Display in classroom or school library PoS Coverage Use descriptive language and figurative devices Organise information into paragraphs Include precise vocabulary for effect Draft and edit to improve clarity and impact Show understanding of character traits through description Key Features of Genre Introduction naming the character Paragraphs for appearance, personality, abilities Figurative language</p>	<p>To teach a moral or lesson Audience Younger pupils (KS1) PoS Coverage Plan and organise writing (beginning, middle, end) Describe characters and settings Develop a problem and clever solution Use cohesion across paragraphs Draft, edit, and refine storytelling Key Features of Genre Clear structure (problem → plan → solution → moral) Clever protagonist Dialogue to advance action Simple, clear language suitable for audience Moral or lesson at the end Success Criteria – ARE Story has beginning, middle, and end Problem and solution included Paragraphs organise events clearly Characters and setting described Moral or lesson stated Success Criteria – GD Cleverness of solution is</p>	<p>North Genre- Persuasive Text (Advertisement / Poster) Purpose To persuade and encourage action To engage readers with exciting reasons to join Audience Younger pupils PoS Coverage Identify audience and purpose Use persuasive language and emotive vocabulary Organise ideas with headings and bullet points Use cohesion across sentences and paragraphs Draft, edit, and refine writing Key Features of Genre Eye-catching headline Clear purpose (recruitment) Reasons and benefits listed Emotive and persuasive vocabulary Bulleted points, subheadings, or slogans Success Criteria – ARE Clear headline and purpose At least three persuasive</p>	<p>Genre Diary Entry (First-Person Recount) Purpose To express thoughts and feelings To recount key events To deepen character understanding Audience Display as part of a character study PoS Coverage Organise writing into paragraphs around events and feelings Describe characters' thoughts and emotions Use first-person voice consistently Select vocabulary to create atmosphere Draft and edit to improve clarity and impact Key Features of Genre First-person voice ("I") Informal but thoughtful tone Recount of events from that day Reflection on feelings and future plans Time connectives (later, suddenly, after that) Success Criteria – ARE Writing is clearly in first person Events from the story are retold accurately</p>	<p>journey Sentence structures vary Ending links back to beginning or wider water cycle The Rhythm of Rain Genre Non-Chronological Report Purpose To explain geographical features Audience Younger pupils Programme of Study Coverage Use headings and subheadings Group related information into paragraphs Use present tense consistently Extend sentences using conjunctions Use specific vocabulary Draft and edit writing Key Features of Genre Title Subheadings (Source, Journey, Mouth, Importance) Factual tone Technical vocabulary (source, current, estuary) Clear paragraph organisation</p>	<p>To inform and recount events clearly. Audience Readers of a fictional Egyptian newspaper Class peers Programme of Study Coverage Use headings and subheadings Write in past tense Organise information into paragraphs Use conjunctions and time adverbials Draft and improve writing Key Features Catchy headline Opening paragraph summarising events Third person Formal tone Quotation from a witness Success Criteria – ARE Headline included Events retold clearly Written in past tense Paragraphs organised logically At least one quote included Success Criteria – GD Headline engaging and appropriate Formal journalistic tone maintained Quotes enhance report Additional detail adds</p>
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	<p>(similes, metaphors) Vocabulary to engage the reader Optional illustration to accompany description Success Criteria – ARE Character name and basic description included Paragraphs organise information (appearance, personality, abilities) Some figurative language used Vocabulary is clear and descriptive Writing is coherent and engaging Success Criteria – GD Figurative language is varied and effective Vocabulary is precise, ambitious, and imaginative Personality shown through actions or speech rather than stated Cohesion between paragraphs enhances profile Engages reader throughout and demonstrates insight into character The Iron Man Genre Persuasive Letter</p>	<p>imaginative and engaging Dialogue shows character personality Vocabulary is precise and varied Paragraphs build tension or interest Moral is subtle, not obvious, and thought-provoking The Pebble in My Pocket Genre Descriptive / Historical Narrative Purpose To create imagery and sense of historical context Audience Museum-style display audience Younger pupils interested in history PoS Coverage Use precise and varied vocabulary Describe settings and objects in detail Show sequence of events over time Organise into paragraphs for clarity Draft, edit, and refine description Key Features of Genre Focused on a single</p>	<p>reasons Persuasive vocabulary used Ideas organised logically Clear conclusion or call to action Success Criteria – GD Emotive and ambitious vocabulary used creatively Persuasive techniques (rhetorical questions, repetition) Layout and headings enhance readability and appeal Argument flows logically and convincingly Call to action is compelling and memorable Shape Poems Genre Poetry (Shape / Concrete Poem) Purpose To create visual impact To convey meaning through both words and shape Audience POetry book for the school library PoS Coverage Use precise and descriptive vocabulary Organise words to</p>	<p>Feelings are described Paragraphs organised clearly Time connectives used appropriately Success Criteria – GD Emotions are shown through actions and thoughts, not just stated Vocabulary creates a strong atmosphere Reflection shows deeper understanding of the character Paragraphs build tension or emotion Ending hints at what might happen next Arthur and the Golden Rope Genre Persuasive Writing (Speech) Purpose To persuade and motivate others to take action Audience Villagers in the story PoS Coverage Identify audience and purpose Use persuasive and emotive language Organise points logically (introduction, reasons, conclusion) Include rhetorical</p>	<p>Success Criteria – ARE Clear title and subheadings Information grouped logically Present tense used Technical vocabulary included Writing is clear and factual Success Criteria – GD Detailed explanations Vocabulary is ambitious and precise Information flows logically between sections Conjunctions used to explain cause and effect Writing maintains consistent formal tone Performance Poetry Genre Performance Poetry Purpose To create atmosphere through sound and rhythm To engage an audience orally Audience Poetry performance afternoon Programme of Study Coverage Prepare poems to read aloud and perform Use intonation, tone and</p>	<p>depth Clear, cohesive structure The Ancient Egypt Sleepover Club Genre Diary Entry Purpose To recount events and express thoughts and feelings Audience Year 2 pupils coming to Year 3 Programme of Study Coverage Write in first person Organise writing into paragraphs Describe feelings and reactions Use time conjunctions Draft and edit for clarity Key Features First-person voice Informal tone Recount of events Reflections on feelings Time connectives Success Criteria – ARE Written in first person Events retold clearly Feelings described Paragraphs organised Time conjunctions used Success Criteria – GD Emotions shown, not just stated Vocabulary precise and</p>
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	<p>Purpose To persuade To argue for a cause</p> <p>Audience Class peers Fictional townspeople in story context</p> <p>PoS Coverage Identify audience and purpose Select appropriate vocabulary and grammar for persuasion Organise ideas logically into paragraphs Include reasons and examples to support viewpoint Use cohesive devices to link arguments Draft, edit, and refine writing</p> <p>Key Features of Genre Formal greeting and closing (Dear... / Yours sincerely...) Clear statement of purpose Persuasive devices (emotive language, repetition, rhetorical questions) Paragraphs for problem, reasons, solution Strong concluding statement or call to action</p> <p>Success Criteria – ARE Letter is addressed</p>	<p>object or item Sequence of historical events Sensory and vivid description Shows passage of time clearly Clear paragraphing</p> <p>Success Criteria – ARE Object is clearly described Sensory details included (sight, touch, movement) Chronological sequence of events Paragraphs organised logically Vocabulary is accurate and descriptive</p> <p>Success Criteria – GD Descriptions are vivid and engaging throughout Historical or contextual detail adds depth Paragraphs build a sense of journey and passage of time Vocabulary is ambitious and precise Sequence conveys impact or significance of object</p>	<p>create a visual shape Include figurative language (simile, metaphor, onomatopoeia) Draft, edit, and perform poetry Consider audience and visual impact</p> <p>Key Features of Genre Shape matches the subject of the poem Figurative and sensory language Short lines and careful placement of words Expressive tone matching shape and subject Optional repetition or rhyme for effect</p> <p>Success Criteria – ARE Shape is recognisable and linked to poem's subject Sensory or figurative language included Lines organised to fit the shape Vocabulary is clear and descriptive Poem communicates mood or theme effectively</p> <p>Success Criteria – GD Shape and words work together for strong impact Figurative language is</p>	<p>devices (questions, repetition, exclamations) Draft, edit, and refine writing</p> <p>Key Features of Genre Attention-grabbing opening Logical sequence of points with supporting reasons Persuasive/emotive vocabulary Rhetorical questions and repetition Strong conclusion or call to action</p> <p>Success Criteria – ARE Opening clearly grabs attention At least three persuasive reasons included Paragraphs organised logically Persuasive vocabulary used Clear concluding statement or call to action</p> <p>Success Criteria – GD Rhetorical devices used effectively for impact Vocabulary is ambitious and emotive Ideas flow logically and convincingly Tone is consistent and confident Call to action is compelling and</p>	<p>volume appropriately Use repetition for effect Use expanded noun phrases Draft and improve work</p> <p>Key Features of Genre Repetition or refrain Strong rhythm Onomatopoeia (splash, drip, crash) Short lines Imagery and descriptive vocabulary Clear performance elements (pause, emphasis)</p> <p>Success Criteria – ARE Clear rhythmic structure Repetition included Descriptive vocabulary used Lines organised clearly Performed with clear voice</p> <p>Success Criteria – GD Rhythm enhances meaning Repetition used purposefully Figurative language included Vocabulary is ambitious Performance shows expression, pacing and confidence</p>	<p>engaging Reflection shows deeper understanding Paragraphs build excitement Ending reflects on experience thoughtfully</p> <p>The Ancient Egypt Sleepover Club Genre Information Leaflet (with persuasive elements)</p> <p>Purpose To persuade</p> <p>Audience Year 3 pupils Younger children</p> <p>Programme of Study Coverage Use headings and subheadings Group related ideas Use persuasive language Extend sentences with conjunctions Draft and edit writing</p> <p>Key Features Title Subheadings Clear sections Persuasive vocabulary Bullet points or short paragraphs</p> <p>Success Criteria – ARE Clear layout with headings Information grouped</p>
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	<p>correctly and includes greeting/closing Persuasive language used (because, should, must) Ideas organised into clear paragraphs Reasons are given to support viewpoint Cohesion within paragraphs is present Success Criteria – GD Vocabulary is precise and emotive for impact Rhetorical questions and repetition used effectively Paragraphs flow logically to strengthen argument Clear, confident call to action Tone is consistently formal and persuasive</p>		<p>varied and effective Word placement enhances meaning and rhythm Vocabulary is ambitious and expressive Poem is engaging both visually and in content</p>	<p>memorable Arthur and the Golden Rope Writing Task Write a non-chronological report about a mythical creature from Arthur's world (e.g. a Norse god or monster). Children invent or research a creature and present information clearly. Genre Non-Chronological Report Purpose To inform, describe and explain Audience Younger pupils PoS Coverage Use headings and subheadings to organise information Group related information into paragraphs Use precise vocabulary Use present tense consistently Draft and edit to improve organisation and clarity Key Features of Genre Title Subheadings (Appearance, Habitat,</p>		<p>logically Persuasive vocabulary included Present tense used Clear call to action Success Criteria – GD Persuasive techniques used effectively Vocabulary ambitious and engaging Layout enhances clarity Argument flows logically Strong, compelling call to action</p>
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				<p>Powers, Behaviour) Factual tone Technical or topic-specific vocabulary Paragraphs grouped by theme Success Criteria – ARE Clear title and subheadings included Information grouped into paragraphs Present tense used consistently Description of appearance and abilities included Vocabulary is clear and appropriate Success Criteria – GD Information is detailed and logically organised Vocabulary is ambitious and topic-specific Cohesion between sections is strong Writing maintains a formal, factual tone Layout enhances clarity and readability</p>		
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation	Introducing Perfect Form Revising Nouns Revising Singular and Plural Nouns Revising Tense Revising Verbs Introducing Direct Speech Revising Adjectives Basic Sentence Punctuation		Revising Verbs Revising Tense Punctuating Direct Speech Adverbs of Manner Adverbs of Time Revising Adjectives		Conjunctions Different Sorts of Sentences Punctuating Direct Speech Clauses Subordinate clauses Adverbs and conjunctions expressing cause Suffixes beginning with a vowel Words of French origin Homophones and near homophones	
Spelling	1. The /ay/ sound spelt ei. 2. The /ay/ sound spelt ey. 3. Homophones and near-homophones 1. 4. Homophones and near-homophones 2. 5. The /s/ sound spelt c before e, i and y. (Year 2 revision). 6. Double consonants.	1. Suffix -ly. 2. Suffix -ly where the root word ends in y. 3. Adverbs with the suffix -ly where the root word ends in le. 4. Adverbs with the suffix -ly where the root word ends in ic . 5. Adverbs with the suffix -ly exceptions & consolidatio	1. The prefix dis-. 2. The prefix mis-. 3. The prefix re-. 4. Adding suffixes beginning with vowel letters to words of more than one syllable. 5. *Split digraph i-e with a short & long vowel sound (Year 1 revision). 6. The /n/ sound spelt kn and gn at the beginning of words. (Year 2 revision).	1. The /k/ sound spelt ch. 2. The /sh/ sound spelt ch. 3. Words ending with the /g/& /k/ sound spelt gue and que. 4. The /s/ sound spelt sc 5. The /i/ sound spelt y. 6. The /u/ sound spelt ou.	1. Words containing the letter string ough. 2. Days of the Week & Seasons. 3. Months of the Year. 4. Time & Place 5. Cross curricular. 6. Direction Dimension & Amount.	1. The vowel digraph ea. 2. Word family – sol. 3. Word families – dec, cent, milli & micro. 4. Conjunctions 5. Prepositions 6. Long /ee/ sound spelt y at the end of words.



Transcription	Revision of all joins from Year 2 Securing diagonal and horizontal joins Joining from letters with ascenders and descenders Consistent letter size and orientation Roman Numerals Dictation	Fluency in joined script Writing with increased speed while maintaining legibility Spacing between words Writing in paragraphs with consistent presentation Dictation	Confident, legible joined handwriting Writing in ink (where appropriate) Clear ascenders/descenders Presentation across subjects Dictation
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	The Tin Forest Grace Nichols Collected Poems James Carter Collected Poems Freeverse and haiku	Did the Shang Dynasty really exist? Sounds Spooky Podcast	How do you explain that? (2 weeks) Write an explanation for changing materials One Plastic Bag	Libba: The Magnificent Musical Life of Elizabeth Cotton by Laura Veirs, illustrated by Tatyana Fazlalizadeh (Chronicle) Grace Nichols Collected Poems James Carter Collected Poems Kennings and raps	Mouse Bird Snake Wolf The Wild Robot.	The Wild Robot. Grace Nichols Collected Poems James Carter Collected Poems
Reading	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.					



	<p>develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>					
Oracy	<p>Focus: Foundations of Talk & Active Listening Key Coverage listen and respond appropriately to adults and their peers maintain attention and participate</p>	<p>Focus: Questioning & Clarifying Understanding Key Coverage ask relevant questions to extend their understanding and knowledge use relevant strategies to build</p>	<p>Focus: Explanation & Reasoning Key Coverage articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</p>	<p>Focus: Building on Others' Ideas & Considering Viewpoints Key Coverage consider and evaluate different viewpoints maintain attention and participate actively in</p>	<p>Focus: Performance & Presentation Skills Key Coverage participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Focus: Independent Discussion & Oracy Application Key Coverage (All PoS statements revisited and applied independently) give well-structured descriptions,</p>



	<p>actively in collaborative conversations speak audibly and fluently with an increasing command of Standard English</p> <p>Learning Opportunities Establish talk rules and roles Talk partner routines Listening games and response stems Book talk discussions Modelling full-sentence answers</p>	<p>their vocabulary use spoken language to develop understanding through speculating and exploring ideas</p> <p>Learning Opportunities Question stems displays Hot seating (History/English characters) Vocabulary building through discussion Science enquiry questioning Clarifying and summarising activities</p>	<p>speak audibly and fluently with increasing command of Standard English</p> <p>Learning Opportunities Maths reasoning explanations Explaining processes in Science “Convince me” partner tasks Structured explanation sentence stems Oral rehearsal before writing</p>	<p>collaborative conversations articulate and justify opinions</p> <p>Learning Opportunities Small-group debates Moral dilemma discussions “Agree, build, challenge” talk structures Role cards (summariser, challenger, questioner) Peer feedback on discussion skills</p>	<p>gain, maintain and monitor the interest of the listener(s) select and use appropriate registers for effective communication</p> <p>Learning Opportunities Poetry performance Drama techniques (freeze frame, conscience alley) Presenting learning to another class Voice projection and expression workshops Adapting tone for formal vs informal contexts</p>	<p>explanations and narratives participate in discussions and debates consider and evaluate different viewpoints select and use appropriate registers gain and maintain listener interest</p> <p>Learning Opportunities Group project presentations Panel-style discussions Philosophy-style enquiry sessions End-of-year reflection presentations Recorded presentation for progression evidence</p>
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Year4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>The Tin Forest</p> <p>Grace Nichols Collected Poems</p> <p>James Carter Collected Poems Freeverse and haiku</p>	<p>Did the Shang Dynasty really exist?</p> <p>Sounds Spooky Podcast</p>	<p>The Comet</p> <p>One Plastic Bag</p>	<p>Libba: The Magnificent Musical Life of Elizabeth Cotton</p> <p>Let Sleeping Cats Lie</p>	<p>Mouse Bird Snake Wolf</p> <p>The Wild Robot.</p>	<p>The Wild Robot.</p> <p>My Heart is a Poem</p>
Writing Composition	<p>The Tin Forest Genre: Diary entry Purpose: To write in role as the old man PoS:</p> <ul style="list-style-type: none"> ● Discuss and record ideas ● Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structure ● In narratives, creating settings, characters and plot ● Read their own writing aloud to a group or the whole class, using appropriate intonation and 	<p>The Shang Dynasty of Ancient China Genre: Information Text Purpose: To write an information leaflet about The Shang Dynasty PoS:</p> <ul style="list-style-type: none"> ● Discuss writing similar to that which they are planning to write ● Discuss and record ideas ● Use simple , organisational features ● Draft and write a report <p>Key Features of Text:</p> <ul style="list-style-type: none"> ● Contents, index, headings and sub-headings to locate information ● Paragraphs to 	<p>The Comet Genre: Explanation Text Science link to explanations Purpose: To write an explanation about comets PoS:</p> <ul style="list-style-type: none"> ● Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ● Plan their writing by discussing writing similar to that which they are planning to write ● Compose and rehearse sentences orally ● Use simple organisational devices 	<p>Libba: The Magnificent Musical Life of Elizabeth Cotton Genre: Biography - Libba Purpose: to write a biography about Elizabeth Cotten PoS:</p> <ul style="list-style-type: none"> ● Place the possessive apostrophe accurately in words with regular plurals ● Discuss and record ideas ● Discuss similar writing ● Progressively build a varied and rich vocabulary ● Read aloud their own writing ● Extending the range of 	<p>Mouse Bird Snake Wolf Genre: Narrative - Issues and Dilemmas Purpose: To write a comic strip (narrative) PoS:</p> <ul style="list-style-type: none"> ● Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar ● Draft and write by composing and rehearsing sentences orally ● In narrative create characters and plot ● Draft and write arguments based on themes explored in a 	<p>The Wild Robot Genre Persuasive Speech Purpose To persuade others to accept or reject robots living in the wild. Audience The animals on the island (or a council of animals deciding Roz's fate) Key Features of a Persuasive Speech Clear opening statement (position is obvious) Direct address to the audience (e.g. "Fellow animals...") Use of persuasive language: Emotive language</p>



	<p>controlling the tone and volume so that the meaning is clear</p> <p>Key Features of Text:</p> <ul style="list-style-type: none"> • Written in first person • Written in past tense • Chronological order • Personal thoughts and feelings • Use fronted adverbials <p>Success criteria:</p> <ul style="list-style-type: none"> • I have started with a personal opener ('Dear Diary...') • I have written in past tense • I have written in the first person (I, my, we) • I have used paragraphs • I have included thoughts and feelings <p>Use fronted</p> <ul style="list-style-type: none"> • I have used time conjunctions (Before that, Later, Eventually) • I have used emotive language (Frightened, <p>The Tin Forest:</p> <p>Genre: Narrative</p> <p>Purpose To describe a setting and convey character transformation through atmosphere and</p>	<p>organise ideas around a theme</p> <ul style="list-style-type: none"> • Non-chronological • I have used causal conjunctions (because, so, as a result, therefore, consequently) <p>The Shang Dynasty</p> <p>Genre: Balanced Argument</p> <p>Purpose: To present and evaluate evidence, answering the historical question: <i>Did the Shang Dynasty really exist?</i></p> <p>Audience: Historians who wish to add an extra page to the e-book</p> <p>Writing Outcome A discussion text presenting both sides of the argument, leading to a reasoned conclusion.</p> <p>PoS: Plan writing by discussing and organising ideas Organise writing into paragraphs around a theme Compose and rehearse sentences orally Evaluate and edit writing for clarity and effectiveness</p> <p>Key Features of the Genre (Discussion</p>	<p>[for example, headings and sub-headings]</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Using the present perfect form of verbs in contrast to the past tense • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials <p>Key Features of Text:</p> <ul style="list-style-type: none"> • Main title • Introduction • Technical vocabulary • Subheadings • Diagrams with labels and captions • Present tense • Time connectives • Cause and effect <p>Success Criteria:</p> <ul style="list-style-type: none"> • I have a clear title to show what is being explained • I have an opening statement to introduce the process • Clear steps to show 	<p>sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • Using conjunctions, adverbs and prepositions to express time and cause • Using fronted adverbials <p>Key Features of Text:</p> <ul style="list-style-type: none"> • Hook introduction • Organised paragraphs • Key life events in chronological order • Factual information • Concluding remarks about their impact or legacy • Written in third person and in past tense • Time conjunctions (Before, during, after) <p>Success Criteria:</p> <ul style="list-style-type: none"> • I have used a question or interesting opening statement to hook the reader • I have summarised the main events of the person's life in the first paragraph • I have written in past tense • I have written in third person • I have included key 	<p>text</p> <p>Key Features of Text:</p> <ul style="list-style-type: none"> • Panels/boxes • Characters • Speech bubbles • Thought bubbles • Captions • Onomatopoeia • Narrative structure - beginning, middle and end <p>Success Criteria:</p> <ul style="list-style-type: none"> • I have included a title • I have used speech bubbles • I have included action words • I have a clear beginning, middle and end • I have included a setting • I have included dialogue and sound effects • I have included pictures <p>Mouse Bird Snake Wolf</p> <p>Genre Myth / Creation Narrative</p> <p>Purpose To entertain and explain the creation of something new through a myth-like story.</p> <p>Audience</p>	<p>(dangerous, kind, helpful)</p> <p>Strong verbs (protect, destroy, help)</p> <p>Rhetorical questions (e.g. "Do we really want to risk our safety?")</p> <p>Facts or evidence from the story</p> <p>Conjunctions for reasoning (because, therefore, so)</p> <p>Repetition for emphasis</p> <p>Clear concluding statement</p> <p>Success Criteria ARE (Age-Related Expectations) Writes in the correct form (speech with clear opening and ending) Uses paragraphs to organise ideas Includes some persuasive language (e.g. adjectives, rhetorical questions) Gives reasons to support their opinion Uses conjunctions (because, so, but) to explain ideas Mostly accurate punctuation (capital letters, full stops, question marks)</p> <p>GD (Greater Depth) Maintains a consistent persuasive tone</p>
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	<p>language choices. Audience: Class Anthology/Display Writing Outcome A reimagined opening or additional chapter telling the story of the old man before or during the transformation of the forest. PoS: Plan writing by discussing similar texts and recording ideas Organise writing into paragraphs around a theme Create settings, characters and plot Assess effectiveness and suggest improvements Propose changes to grammar and vocabulary to improve consistency</p> <p>Key Features of the Genre (Narrative – Descriptive Opening) Clear setting description (contrasting bleak vs vibrant environments) Use of expanded noun phrases (e.g. twisted, rusting metal trees) Fronted adverbials to build atmosphere (At the edge of the wasteland, ...)</p>	<p>Text) Clear introduction outlining the question Balanced presentation of both viewpoints Paragraphs organised by argument (for / against) Use of formal, subject-specific vocabulary (e.g. archaeological evidence, artefacts) Use of conjunctions to show contrast and cause (however, on the other hand, therefore) Evidence to support points Impersonal tone (avoiding overly informal language) Concluding paragraph giving a reasoned judgement Success Criteria Age-Related Expectations (ARE) Writes a clear introduction stating the question Organises ideas into paragraphs (for and against) Uses fronted adverbials with commas Uses conjunctions (e.g. because, however) to link ideas</p>	<p>how or why ●The events are in order ●I have used conjunctions of time (before, after, then) ●I have used causal conjunctions (because, so, as a result, therefore, consequently)</p> <p>One Plastic Bag Genre: Balanced argument - Purpose: To write a balanced argument about using plastic bags National Curriculum Links: ●Organise paragraphs around a theme ●Use simple organisational devices ●Proof read for spelling and punctuation ●Use the present perfect form of verbs ●Using fronted adverbials Key Features of Text: ●Formal tone ●Third person ●Topic-specific vocabulary ●Persuasive language ●Evidence or reasons for both sides ●Conjunctions/connectives (however, although, on</p>	<p>events Libba Genre Newspaper Report Purpose To inform readers about a significant real-life event (Elizabeth Cotten's discovery and rise to fame). Audience General public / readers of a newspaper / school community Writing Outcome A newspaper report announcing Libba Cotten's musical discovery and success. PoS: Plan writing by discussing structure and features of reports Organise writing into paragraphs around a theme Compose and rehearse sentences orally Evaluate and edit for clarity and effectiveness Use direct speech (quotes) with correct punctuation Key Features of the Genre (Newspaper Report) Headline to capture attention Opening paragraph</p>	<p>KS2 pupils / class anthology / storytelling audience Writing Outcome A myth explaining how a new creature, world feature or element was created by humans. PoS: Plan writing by discussing similar texts and oral storytelling Organise writing into paragraphs around a theme Create settings, characters and plot Rehearse sentences orally Evaluate and edit for effectiveness Key Features of the Genre (Myth / Creation Story) Opening that establishes a time long ago / unknown world Creation of something new (creature, object, idea) Human or god-like characters shaping the world Clear sequence of events (build-up → creation → consequence) Use of fronted adverbials (Long ago...,</p>	<p>throughout Uses a wide range of persuasive techniques: Rhetorical questions Emotive language Repetition for effect Selects vocabulary carefully for impact (e.g. "threatening", "loyal", "unnatural") Develops ideas with detailed reasoning and examples from the text Uses a range of sentence structures for effect Uses fronted adverbials and expanded noun phrases effectively Punctuation is accurate and enhances meaning (e.g. commas for clarity, exclamation for impact)</p> <p>The Wild Robot Genre Information leaflet / Non-chronological report Purpose To inform and explain how Roz survives and adapts to life on the island. Audience Children who have not read the story Visitors to a "Wild Robot survival guide" display in the classroom/library</p>
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	<p>Figurative language (similes, metaphors) Show character feelings through actions Paragraphs to organise ideas Ambitious vocabulary linked to mood and transformation Optional dialogue to reveal character</p> <p>Success Criteria Age-Related Expectations (ARE) Uses paragraphs to organise ideas Includes fronted adverbials with correct punctuation Uses expanded noun phrases to describe setting and character Maintains consistent tense Includes a clear setting and character introduction Attempts some ambitious vocabulary Uses mostly accurate punctuation (full stops, capital letters, commas)</p> <p>Greater Depth (GD) Writing is cohesive and engaging, sustaining atmosphere throughout Uses a range of fronted adverbials for cohesion and variation</p>	<p>Includes some subject-specific vocabulary Gives simple reasons to support each viewpoint Ends with a basic conclusion Uses mostly accurate punctuation and sentence structure</p> <p>Greater Depth (GD) Maintains a formal and balanced tone throughout Develops both sides of the argument with clear, relevant evidence Uses a range of cohesive devices (e.g. on the other hand, in contrast, as a result) Selects precise historical vocabulary effectively Structures writing clearly with well-developed paragraphs Writes a thoughtful conclusion that weighs evidence and justifies a viewpoint Uses a range of sentence structures for clarity and effect Demonstrates strong control of punctuation</p> <p>What's So Spooky? Genre Narrative Script (spoken</p>	<p>the other hand, similarly, furthermore) Conclusion Success Criteria: ● I have a clear title to show what the argument is about ● I have an opening paragraph introducing key issues/summary of argument ● Arguments for, with information ● Arguments against, with information ● I have written in the correct tense ● I have used appropriate conjunctive adverbs (therefore, however).</p> <p>One Plastic Bag Genre Persuasive Letter Purpose To persuade a specific audience to reduce plastic waste and take action to protect the environment. Audience Local council Writing Outcome A formal letter persuading the reader to take action (e.g. reduce plastic use, introduce recycling initiatives).</p>	<p>summarising key information (who, what, where, when) Written in past tense Formal, factual tone Use of reported and direct speech (quotes) Paragraphs organised by key information Use of fronted adverbials for cohesion (Yesterday..., In the United States,...) Inclusion of key details and background information Objective reporting (even if simplified for Y4)</p> <p>Success Criteria Age-Related Expectations (ARE) Includes a clear headline Writes an opening paragraph summarising key information Organises writing into paragraphs Uses fronted adverbials with commas Includes at least one piece of direct speech (quote) Maintains mostly past tense Uses mostly accurate punctuation and sentence structure</p> <p>Greater Depth (GD) Writes a precise and</p>	<p>In the beginning...) Expanded noun phrases for vivid description Repetition for storytelling effect Sense of mystery or warning Ending that explains how something came to be</p> <p>Success Criteria Age-Related Expectations (ARE) Writes a clear opening setting the scene Organises ideas into paragraphs Uses fronted adverbials with commas Includes expanded noun phrases for description Creates a simple sequence of events Maintains mostly consistent tense Uses mostly accurate punctuation Greater Depth (GD) Creates a compelling and imaginative myth with a clear structure Uses a range of fronted adverbials for cohesion and effect Selects ambitious vocabulary to create atmosphere and mystery Uses repetition or patterning for storytelling</p>	<p>Writing Outcome: Write an information leaflet explaining how Roz survives on the island. PoS: Plan writing by discussing structure and organisation. Organise paragraphs around a theme. In non-narrative material, use simple organisational devices (headings, subheadings). Proof-read for spelling and punctuation errors. Evaluate and edit writing. Vocabulary, Grammar and Punctuation Pupils should be taught to: Use expanded noun phrases to describe and specify. Use fronted adverbials (e.g., On the island, In the forest). Use commas after fronted adverbials. Choose nouns and pronouns appropriately for clarity. Use conjunctions to extend ideas (because, when, if, although). Key Features of the</p>
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	<p>Selects precise and ambitious vocabulary to create mood (e.g. bleak vs hopeful) Uses figurative language effectively (similes/metaphors) Demonstrates control of paragraphing for effect (e.g. shifts in mood) Integrates dialogue effectively to develop character Uses a range of punctuation accurately (including speech punctuation) Shows clear character development and transformation</p> <p>Poetry - Creating Images Purpose: To draft and write a poem National Curriculum Links: ● discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Key Features of Genre ● Figurative language ● Metaphors ● Noun phrases ● Similes ● Personification</p>	<p>storytelling through a podcast) Purpose: To entertain an audience through a suspenseful and atmospheric spoken narrative. Audience: KS2 listeners Writing Outcome: A scripted spooky podcast episode, including narration and (optional) dialogue, designed to be performed or recorded. PoS: Plan writing by discussing structure and language of similar texts (oral storytelling) Organise writing into paragraphs (or sections of script) Create settings, characters and plot Rehearse sentences orally to develop impact Evaluate and edit for effectiveness and audience Key Features of the Genre (Spoken Narrative / Podcast Script) Clear opening to hook the listener Strong sense of atmosphere and suspense</p>	<p>PoS: Plan writing by discussing purpose and audience Organise writing into paragraphs around a theme Compose and rehearse sentences orally Evaluate and edit writing for effectiveness and clarity Use formal language effectively Use standard english forms Key Features of the Genre (Persuasive Letter) Clear opening stating the purpose Formal tone (e.g. Dear..., Yours sincerely) Direct address to the reader Use of persuasive language (must, should, urgently) Use of facts or examples to support arguments Paragraphs organised by key points Use of conjunctions to link ideas (therefore, because, as a result) Strong closing statement or call to action Success Criteria Age-Related</p>	<p>engaging headline Crafts an effective opening that clearly summarises the event Uses a range of fronted adverbials for cohesion Integrates quotes effectively to add detail and interest Maintains a consistent formal tone Selects ambitious and topic-specific vocabulary Structures paragraphs logically to build information Demonstrates strong control of punctuation, including speech punctuation</p> <p>Let Sleeping Cats Lie Purpose: To write an animal themed poem inspired by cats</p> <p>National Curriculum Links: ●Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action ●Listening to and discussing poetry ●Discussing words and phrases that capture the reader's interest and</p>	<p>impact Develops ideas to show cause and consequence Crafts a meaningful ending that explains creation clearly Demonstrates strong control of sentence structure and punctuation</p> <p>The Wild Robot Genre Narrative - Purpose: To write a sequel narrative based on a familiar story world, events and characters PoS: ●Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▪ Discussing and recording ideas ●Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ●Organising paragraphs around a theme ●In narratives, creating settings, characters and plot</p>	<p>Genre (Information Leaflet) Clear title to show the focus (e.g. How Roz Survives on the Island) Subheadings to organise sections (e.g. Finding Food, Building Shelter, Making Friends) Information grouped into short paragraphs or sections Use of present tense (e.g. Roz learns..., She builds...) Third person (writing about Roz) Use of technical or topic-specific vocabulary (e.g. survive, adapt, shelter, environment) Expanded noun phrases to add detail (a safe, hidden shelter) Use of fronted adverbials (At first,... Later on,... In the winter,...) Bullet points or lists for clarity (optional) Diagrams or labelled illustrations (if presented as a leaflet) Concise, factual sentences (not storytelling) Logical order (chronological or grouped by survival)</p>
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	<p>Success criteria:</p> <ul style="list-style-type: none"> I can use figurative language, onomatopoeia, similes and metaphors 	<p>Use of fronted adverbials to build tension (Suddenly..., Later that night...)</p> <p>Expanded noun phrases for vivid description (the shadowy, abandoned house)</p> <p>Use of sound cues (e.g. [door creaks], [footsteps echo])</p> <p>Short, impactful sentences for tension</p> <p>Direct address to the listener (optional)</p> <p>Dialogue to develop character and tension</p> <p>Clear sequence of events leading to a climax</p> <p>Success Criteria Age-Related Expectations (ARE)</p> <p>Organises writing into clear sections (beginning, build-up, ending)</p> <p>Uses fronted adverbials with correct punctuation</p> <p>Includes descriptive expanded noun phrases</p> <p>Creates a clear spooky setting and simple plot</p> <p>Attempts to build suspense through vocabulary choices</p> <p>Uses mostly accurate punctuation (full stops, capital letters, commas)</p>	<p>Expectations (ARE)</p> <p>Uses correct letter structure (greeting and sign-off)</p> <p>Clearly states purpose in the opening</p> <p>Organises ideas into paragraphs</p> <p>Uses some persuasive language (should, must)</p> <p>Includes fronted adverbials with commas</p> <p>Gives simple reasons to support points</p> <p>Uses mostly accurate punctuation and sentence structure</p> <p>Greater Depth (GD)</p> <p>Maintains a consistent formal tone throughout</p> <p>Develops ideas with clear, relevant examples or evidence</p> <p>Uses a range of persuasive techniques (e.g. emotive language, rhetorical questions)</p> <p>Selects precise vocabulary to strengthen arguments</p> <p>Uses a range of cohesive devices (furthermore, therefore, as a result)</p> <p>Structures writing effectively with well-developed paragraphs</p> <p>Ends with a compelling</p>	<p>imagination</p> <ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write In narratives, creating settings, characters and plot Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Editing and improving their work <p>Key Features of Text:</p> <ul style="list-style-type: none"> Words/phrases that capture reader's interest Rhyme, rhythm, repeated words/phrases, onomatopoeia, alliteration and personification <p>Success Criteria:</p> <ul style="list-style-type: none"> I have included rhyme I can use a regular beat I used a clear voice I have chosen words to fit the topic I have used onomatopoeia I have used repetition 	<ul style="list-style-type: none"> In non-narrative material, using simple organisational devices Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Key Features of Text:</p> <ul style="list-style-type: none"> Clear structure (introduction, build-up, dilemma/climax, resolution) Consistent first or third-person perspective Predominantly past tense Development of characters through action and speech Descriptive settings that establish mood. Use of paragraphs to organize ideas, with 	<p>strategy)</p> <p>Success Criteria Expected Standard (ARE)</p> <p>Pupils can:</p> <p>Write clearly organised paragraphs.</p> <p>Use headings and subheadings to organise information.</p> <p>Include facts and explanations about Roz and the island.</p> <p>Use expanded noun phrases (e.g., the dense, mysterious forest).</p> <p>Use fronted adverbials with commas.</p> <p>Use conjunctions to add detail and explanation.</p> <p>Maintain mostly accurate punctuation and spelling.</p> <p>Greater Depth (GD)</p> <p>Pupils can:</p> <p>Control the structure of the report effectively, grouping ideas logically.</p> <p>Use a wider range of conjunctions and adverbials to link ideas.</p> <p>Use precise vocabulary related to habitats, survival, and adaptation.</p> <p>Include additional features of information texts (facts, explanation sentences, maybe</p>
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		<p>Includes some features of a script (e.g. speaker labels or sound cues)</p> <p>Greater Depth (GD)</p> <p>Sustains tension and atmosphere throughout the piece</p> <p>Uses a range of fronted adverbials for cohesion and pacing</p> <p>Selects precise, ambitious vocabulary to create fear and suspense</p> <p>Varies sentence length for dramatic effect (short sentences for impact)</p> <p>Integrates sound cues and dialogue effectively to enhance the listening experience</p> <p>Demonstrates clear control of structure, building to a strong climax</p> <p>Uses punctuation accurately, including speech punctuation where appropriate</p> <p>Engages the listener through craft and control of voice</p>	<p>and convincing call to action</p> <p>Demonstrates strong control of grammar and punctuation</p>		<p>consistent tense and correct pronoun usage.</p> <ul style="list-style-type: none"> ●Implementation of fronted adverbials (e.g., "Slowly, the door opened..."), expanded noun phrases, and adverbs to enhance description ●Use of dialogue to reveal character personality, along with varied sentence structures and descriptive language to build suspense or emotion <p>Success Criteria:</p> <ul style="list-style-type: none"> ●I have used a clear structure: introduction (setting/characters), build-up, problem, resolution, and ending. ●I have organised my writing into paragraphs to show changes in time, place, or action. ●I have written a suitable title for my story. ●I have described characters and settings in detail to help the reader imagine them. ●I have used expanded noun phrases (e.g., the cold, damp, dark cave). ●I have used interesting word choices to keep the reader interested. 	<p>rhetorical questions). Maintain consistent formal tone suitable for an information text. Demonstrate accurate punctuation including commas, apostrophes and varied sentence structures.</p> <p>Poetry - My heart is a poem</p> <p>Purpose: To plan, rehearse and perform a choral reading of a poem.</p> <p>National Curriculum Links:</p> <ul style="list-style-type: none"> ●Check that text makes sense and is in context; Identify how language, structure and presentation contribute to meaning ●Discuss writing similar to that which they are planning to write ●Read aloud poems and play scripts; Discuss writing similar to that which they are planning to write ●Recognise different forms of poetry; Identify how language, structure and presentation contribute to meaning ●Draft and write using oral rehearsal, rich
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					<ul style="list-style-type: none">● I have used fronted adverbials to start sentences (e.g., Suddenly, Without warning, In the distance,).● I have used similes or metaphors to describe feelings or actions.● I have maintained a consistent tense, usually the past tense.● I have used direct speech and punctuated it with inverted commas (" ").● I have used apostrophes for singular possession correctly.● I have used a range of punctuation: . ? ! ,● I have proofread my work to check it makes sense and to correct spelling/grammar errors	<p>vocabulary and increasing range of sentence structures</p> <ul style="list-style-type: none">● Evaluate and edit; Assess own and others' writing● Read aloud poems and play scripts● Read aloud own writing <p>Key Features of Text:</p> <ul style="list-style-type: none">● Personification● Similes● Metaphor● Rhyme and rhythm● Shape poems● Syllables● Cinquains <p>Success Criteria:</p> <p>I can Explore how feelings can be described</p> <p>I Understand a poem and can discuss its meaning</p> <p>I can identify similes and metaphors</p> <p>I can Plan ideas for my own poem</p> <p>I can Write and perform a poem</p>
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation	Adverbials of time – Fronted Adverbials Adverbials of Place and Revising Fronted Adverbials Determiners Introducing Possessive Pronouns Revising Capital Letters Determiners Revising Conjunctions and Clauses Revising Nouns Introducing Direct Speech Standard and Non-Standard Verbs Introducing Noun Phrases		Comparative and Superlative Multi-clause Sentences Adverbials of time – Fronted Adverbials Adverbials of Place and Revising Fronted Adverbials Using commas with fronted adverbials Apostrophes to show possession Plural and possessive Dictionary skills Words of Latin or Greek origin		Pronouns Singular and plural agreement Nouns and pronouns Apostrophes to show possession Punctuating direct speech Noun phrases Standard and non-standard verbs	
Spelling	1. Prefix in- . 2. Prefix im- . 3. Prefix il- and ir-. 4. Prefix sub- and super-. 5. Prefix inter-. 6. Prefix anti- & auto-.	1. Adverbs of Manner 2. Adverbs of Time 3. Adverbs of Place 4. Nouns ending in -ation. 5. Year 3 & 4 Word List 1. 6. Year 3 & 4 Word List 2.	1. Word ending sounds /zhuh/ spelt -sure. 2. Word ending sounds /cher/ spelt -ture. 3. Words ending /shuhn/ spelt -sion. 4. Words ending /shuhn/ spelt -ssion. 5. Words ending /shuhn/ spelt -tion. 6. Words ending /shuhn/ spelt -cian.	1. Suffix -ous with no change to the root word. 2. Suffix -ous with no root word. 3. Suffix -ous where -our is changed to -or before -ous is added. 4. Suffix -ous where the word ends in -y become i. 5. Suffix -ous where root word ends in e. 6. Suffix -ous – consolidation.	1. Possessive apostrophe with plural words. 2. The suffix -ary. 3. Words spelt -ar. 4. Words spelt -er. 5. Word families – uni, bi, tri & quad. 6. Word families – pent, hex, oct, & dec.	1. Word families – acro, acu/accu & aero. 2. Word families – anni/annu, aqu & Astro. 3. Word families – bi & bio. 4. Word families – cert, chrono & circ. 5. Word families – co & corp. 6. Word families – demo, dent & dia.
Transcription	Securing automatic joined handwriting		Increasing writing speed		Fluent, automatic joins	



	Consistent slant and size Capital letters and digits correctly formed and sized Writing neatly at length Dictation	Maintaining legibility under time pressure Presentation for different purposes (notes, final drafts Dictation Number formation	Choosing when to print or join (e.g., diagrams, labels) High presentation standard across curriculum Dictation
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>Darwin's Dragons</p> <p>Beowulf</p>	<p>Survivors</p> <p>A Boy, a Bear and a Boat</p>	<p>Ultimate Explorers</p> <p>Shackleton's Journey</p>	<p>Treason by Belie Doherty</p> <p>Animals on the move</p>	<p>Fiction: I Talk Like a River</p> <p>Persuasion: Pitch it (Activelearn)</p>	<p>Fiction: Greek Myths</p> <p>Adventures of Odysseus</p>
Reading	<p>Word reading: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including</p>					



<p>figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p>						
Oracy	<p>Focus: Foundations of Discussion & Active Listening Key PoS Coverage listen and respond appropriately to adults and their peers maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments consider and evaluate different viewpoints, attending to and building on the contributions of</p>	<p>Focus: Questioning, Speculation & Vocabulary Development Key PoS Coverage ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas articulate and justify answers,</p>	<p>Focus: Explanation & Reasoning Key PoS Coverage give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings articulate and justify answers, arguments and opinions speak audibly and fluently with an increasing command of Standard English gain, maintain and monitor the interest of the listener(s) Learning</p>	<p>Focus: Debate & Evaluating Viewpoints Key PoS Coverage participate in discussions, presentations, performances, role play, improvisations and debates consider and evaluate different viewpoints, attending to and building on the contributions of others articulate and justify answers, arguments and opinions select and use appropriate registers for</p>	<p>Focus: Performance, Role Play & Audience Awareness Key PoS Coverage participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest of the listener(s) speak audibly and fluently with an increasing command of Standard English select and use appropriate registers for effective communication</p>	<p>Focus: Independent Presentation & Oracy Mastery Key PoS Coverage (All statements revisited and applied independently) give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings participate in discussions, presentations, performances, role play, improvisations and debates gain, maintain and monitor the interest</p>



	<p>others speak audibly and fluently with an increasing command of Standard English</p> <p>Learning Opportunities</p> <p>Establish discussion guidelines and roles</p> <p>Talk partner routines and accountable talk stems</p> <p>Listening ladder self-assessment</p> <p>Circle time with structured turn-taking</p> <p>Book talk discussions</p> <p>Modelling and practising respectful disagreement</p>	<p>arguments and opinions</p> <p>Learning Opportunities</p> <p>Hot seating (History/English characters)</p> <p>Science hypothesis discussions</p> <p>Question matrix activities</p> <p>Vocabulary upgrading games</p> <p>Philosophy for Children (P4C) enquiries</p> <p>Small-group exploratory talk</p>	<p>Opportunities</p> <p>Maths reasoning presentations</p> <p>Explaining scientific processes</p> <p>Time connectives and causal language modelling</p> <p>“Convince me” problem-solving tasks</p> <p>Paired rehearsal before whole-class explanation</p>	<p>effective communication</p> <p>Learning Opportunities</p> <p>Formal class debates (chairperson, speaker roles)</p> <p>Moral dilemma discussions (History/PSHE)</p> <p>Preparing balanced arguments</p> <p>Using evidence to support points</p> <p>Reflective peer feedback</p>	<p>Learning Opportunities</p> <p>Poetry performance</p> <p>Drama techniques (freeze frame, conscience alley)</p> <p>Presenting to another class</p> <p>Voice projection, pace and expression workshops</p> <p>Adapting tone for formal/informal contexts</p>	<p>of the listener(s) select and use appropriate registers for effective communication</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Learning Opportunities</p> <p>Independent research presentation project</p> <p>Group project pitches</p> <p>Panel-style discussion</p> <p>Reflective self-evaluation against rubric</p> <p>Recorded final presentation (baseline comparison)</p>
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	<p>Darwin's Dragons</p> <p>Beowulf</p>	<p>Survivors</p> <p>A Boy, a Bear and a Boat</p>	<p>Ultimate Explorers (ActiveLearn)</p> <p>Shackleton's Journey</p>	<p>Treason by Belie Doherty</p> <p>Animals on the move (ActiveLearn)</p>	<p>Fiction: I Talk Like a River</p> <p>Persuasion: Pitch it (Activelearn)</p>	<p>Fiction: Greek Myths</p> <p>Adventures of Odysseus</p>
Writing Composition	<p>Darwin's Dragons Genre Persuasive letter (formal) Purpose To persuade a powerful figure to protect the dragons instead of capturing or studying them. Audience Charles Darwin / ship captain / government official (teacher to decide) Context Children will have: Explored themes of science vs morality Discussed extinction, discovery and responsibility</p>	<p>Survivors Genre Third-person recount (survival narrative) Purpose To inform and engage readers by recounting a dramatic and realistic survival event in the style of <i>Survivors</i>. Audience KS2 readers of <i>Survivors</i> who enjoy true stories of courage, endurance and resilience. Context Children will have: Read and analysed survival accounts from the anthology Identified common</p>	<p>Shackleton's Journey Genre: Biography (non-fiction) Purpose: To inform the reader about Shackleton's life, achievements and legacy. Audience: KS2 pupils / school display / class anthology of explorers Context Children will have: Studied Antarctic exploration Explored key events of the Imperial Trans-Antarctic Expedition Learned about the ship Endurance</p>	<p>Treason Genre: Persuasive writing Context: Will persuading Aunt Carew / his father about Margery's marriage Purpose & Audience: To persuade an adult authority figure, Audience: Aunt Carew / Father Success Criteria – Persuasive Writing ✓ I clearly state what I want the reader to do or change ✓ I give reasons to support my viewpoint ✓ I use persuasive language (e.g. emotive words, modal verbs) ✓ My writing is organised into clear paragraphs ✓ My tone is appropriate for the audience</p>	<p>I talk like a river Genre Freeverse Poetry Writing Task Write a free verse poem titled "I Am Like..." inspired by <i>I Talk Like a River</i>. Purpose To express emotion and identity To experiment with imagery and poetic devices To create atmosphere through carefully chosen language Audience Peers in Upper KS2 Teachers and parents (poetry performance) PoS</p>	<p>Greek mythology Genre Myth (Narrative) Writing Task Children will create their own original myth in the style of traditional Greek myths, including gods, heroes, a dilemma and a clear resolution. Context Pupils are historians and storytellers preparing a new myth to be added to a Year 5 class anthology titled "<i>Forgotten Greek Legends</i>." The class has been studying Ancient Greece and exploring how myths were used to explain natural phenomena and</p>



	<p>Analysed character motivations Examined the historical setting linked to Darwin's voyage</p> <p>Key Features of the Genre Structure Sender's address (optional) Formal greeting (Dear Sir...) Opening paragraph stating viewpoint clearly Paragraphs with structured arguments Evidence or examples from events Concluding paragraph with strong call to action Formal sign-off (Yours sincerely...)</p> <hr/> <p>Language Features Formal tone Modal verbs (must, should, ought to, could) Rhetorical questions Emotive language Expanded noun phrases Relative clauses Parenthesis Cohesive devices (Furthermore, In addition, On the other hand, Therefore)</p>	<p>themes (resilience, teamwork, courage, adaptability) Examined how tension is built in real-life narratives Explored how third-person recounts create an objective, documentary tone Children will base their story on: A recent natural event (e.g. storm, flood, earthquake, wildfire) OR A realistic survival situation (e.g. stranded while hiking, lost during extreme weather, trapped in remote terrain)</p> <p>Key Features of the Genre Structure Headline (optional, anthology style) Engaging opening paragraph summarising the event (who, what, where) Chronological recount of events Rising tension and key challenge Turning point (rescue or solution) Resolution and reflective</p>	<p>Discussed leadership and resilience</p> <p>Key Features of the Genre Children should include: Structure Title Introduction (overview of who Shackleton was) Chronological paragraphs Subheadings Conclusion (legacy and impact)</p> <p>Language Features Third person Past tense Formal tone Technical vocabulary Expanded noun phrases Relative clauses Parenthesis (brackets, commas or dashes) Cohesive devices (Later that year, As a result, Meanwhile, Subsequently)</p> <hr/> <p>National Curriculum Links (Year 5) Composition Plan writing by identifying audience and purpose Use further organisational and presentational devices</p>	<p>Greater Depth ✓ I anticipate and respond to possible counter-arguments ✓ I vary sentence structures for emphasis ✓ I maintain a consistently formal register where appropriate</p> <p>Genre: Informal letter (historical context) Purpose & Audience To inform and reassure, Audience: sister</p> <p>I write in the first person as Will ✓ I explain events in a clear, logical order ✓ I include Will's feelings and reactions ✓ I organise my writing into paragraphs ✓ My letter sounds like it is written to someone he loves and trusts</p> <p>Greater Depth ✓ I move smoothly between events and reflection ✓ I use cohesive devices to link paragraphs ✓ My voice is convincing and consistent throughout</p>	<p>identify the audience for and purpose of the writing select appropriate grammar and vocabulary, understanding how such choices can change meaning in writing narratives and poetry, consider how authors have developed atmosphere and character in what pupils have read draft and write by organising ideas around a theme describe settings, characters and atmosphere use a wide range of devices to build cohesion evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Key Features of the genre No fixed rhyme scheme or rhythm Line breaks chosen for meaning and emphasis First-person voice Extended metaphor Imagery drawn from nature Repetition for effect</p>	<p>teach moral lessons. Purpose To entertain To explain a natural phenomenon To convey a moral or warning Audience Year 4 pupils Class anthology readers Programme of Study (Upper KS2) plan their writing by identifying the audience for and purpose of the writing plan their writing by noting and developing initial ideas in writing narratives, consider how authors have developed characters and settings in what pupils have read draft and write by selecting appropriate grammar and vocabulary draft and write narratives, describing settings, characters and atmosphere integrate dialogue to convey character and advance the action precising longer passages use a wide range of devices to build cohesion within and</p>
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	<p>National Curriculum Links (Year 5) Composition Identify audience and purpose Select appropriate grammar and vocabulary Use devices to build cohesion Use organisational features for formal letters</p> <p>Grammar & Punctuation Relative clauses (who, which, that) Modal verbs Adverbs indicating possibility Brackets, dashes or commas for parenthesis Commas after fronted adverbials Accurate apostrophes</p> <p>Success Criteria Expected Standard (ARE) I can: Organise my ideas into clear paragraphs Use a formal tone Clearly state my viewpoint Include at least three persuasive arguments Use modal verbs appropriately</p>	<p>closing paragraph</p> <p>Language Features Third person Past tense Formal, factual tone Precise survival vocabulary (terrain, debris, supplies, shelter, exposure, visibility, exhaustion) Fronted adverbials Relative clauses Parenthesis for additional information Modal verbs (could, might, would) Varied sentence lengths to control pace Cohesive devices (Meanwhile, As a result, Moments later, Eventually) Passive voice where appropriate</p> <p>National Curriculum Links (Year 5) Composition Identify audience and purpose Develop atmosphere and tension Use organisational devices (headings, paragraphs) Build cohesion within and across paragraphs Select appropriate</p>	<p>(headings, bullet points) Select appropriate grammar and vocabulary Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Grammar & Punctuation Relative clauses beginning with who, which, where, when, whose, that Modal verbs Adverbs to indicate possibility Brackets, dashes or commas for parenthesis Commas to clarify meaning</p> <p>Success Criteria Expected Standard (ARE) I can: Organise my writing into clear paragraphs Write in chronological order Use formal, third person language Include key facts about Shackleton's life Use expanded noun phrases Include at least one relative clause Use brackets, commas</p>	<p>Genre: Argument / discussion text Context: "Widow Susan is greater than the ladies of the court" Purpose & Audience: To argue for or against a viewpoint, Audience: informed reader</p> <p>Success Criteria – Argument</p> <ul style="list-style-type: none"> ✓ I clearly state whether I agree or disagree ✓ I give reasons supported by evidence from the text ✓ I use formal language ✓ I organise my argument into clear paragraphs ✓ I finish with a strong conclusion <p>Greater Depth</p> <ul style="list-style-type: none"> ✓ I acknowledge the opposing viewpoint ✓ I select evidence carefully and explain it ✓ My argument flows cohesively across the whole text <p>Narrative Rewriting – Nick's Perspective, Genre: Narrative (retelling from alternative viewpoint) Purpose & Audience: To</p>	<p>Figurative language (metaphor, simile, personification) Sensory description White space used intentionally Emotional reflection</p> <p>Success Criteria – (ARE) Write in free verse (no forced rhyme) Sustain a clear metaphor throughout the poem Use imagery linked to nature Use line breaks deliberately Include repetition for emphasis Show feelings rather than simply naming them Organise ideas around a clear theme Create a reflective ending</p> <p>Success Criteria – (GD) Craft a distinctive poetic voice Sustain and develop the metaphor subtly across the whole poem Use precise and ambitious vocabulary for impact Manipulate line length and white space</p>	<p>across paragraphs use further organisational and presentational devices to structure text evaluate and edit by assessing the effectiveness of their own and others' writing proof-read for spelling and punctuation errors</p> <p>Key Features of a Greek Myth Opening that introduces setting (Ancient Greece / Mount Olympus / Underworld) Hero or mortal protagonist Powerful god or goddess Clear dilemma or problem Supernatural element Moral lesson Ambitious descriptive language Dialogue revealing character Third person past tense Formal storytelling tone</p> <p>Success Criteria – (ARE) Create a clear myth structure (opening, build-up, dilemma, resolution, ending) Describe setting and characters using expanded noun phrases</p>
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	<p>Include at least one relative clause Use rhetorical questions Use commas after fronted adverbials Spell most Year 5/6 words correctly</p> <hr/> <p>Greater Depth I can: Craft a compelling and authoritative opening Develop layered, well-evidenced arguments Use varied cohesive devices across paragraphs Embed multiple relative clauses accurately Use parenthesis confidently and purposefully Manipulate tone for emphasis and persuasion Select ambitious and precise vocabulary Integrate rhetorical questions naturally Use a wider range of punctuation (including semi-colons or colons) accurately End with a powerful and memorable closing statement</p>	<p>grammar and vocabulary Grammar & Punctuation Relative clauses (who, which, that) Modal verbs Adverbs indicating possibility Brackets, dashes or commas for parenthesis Commas after fronted adverbials Passive voice Accurate punctuation throughout</p> <hr/> <p>Success Criteria Expected Standard (ARE) I can: Write consistently in third person Organise my writing into clear paragraphs Summarise the event clearly in the opening Structure events chronologically Use fronted adverbials correctly Include at least one relative clause Maintain a formal tone Use vocabulary linked to survival Spell most Year 5/6 words correctly</p> <hr/> <p>Greater Depth</p>	<p>or dashes for parenthesis Spell most Year 5/6 common exception words correctly</p> <hr/> <p>Greater Depth (GD) I can: Craft an engaging introduction and conclusion Use varied cohesive devices across paragraphs Embed multiple relative clauses accurately Use parenthesis confidently and for effect Vary sentence structures for impact Select ambitious, precise vocabulary Maintain a consistent formal tone Make thoughtful comments about Shackleton's legacy and leadership Control punctuation securely across the piece</p> <p>Ultimate Explorers Genre: Instruction handbook Purpose: To inform and instruct the reader on how to become a great explorer</p>	<p>entertain and deepen understanding of character, Audience: reader familiar with the original text</p> <p>Success Criteria – Narrative</p> <ul style="list-style-type: none"> ✓ I retell events from Nick's point of view ✓ I show what Nick thinks and feels ✓ I describe settings and events clearly ✓ I use dialogue where appropriate ✓ My story has a clear beginning, middle and end <p>Greater Depth</p> <ul style="list-style-type: none"> ✓ I manipulate pace to build tension ✓ I integrate dialogue naturally into the narrative ✓ I maintain a convincing narrative voice throughout <p>Children plan and write a double-page field guide entry Purpose and audience – Cragside Springwatch (Young Wildlife researchers – To inform and explain how and why animals migrate Key Features of Writing Subheadings used effectively Formal factual tone</p>	<p>deliberately Layer imagery to create depth and atmosphere Reveal emotion implicitly through imagery Use repetition structurally and rhythmically Edit independently to refine word choice and line breaks</p> <p>I Talk Like a River Genre Descriptive Writing (Atmospheric Setting Description) "Landscapes That Speak." Purpose To create atmosphere To convey emotion indirectly through setting To develop precise and evocative vocabulary Audience Upper KS2 readers</p> <p>PoS identify the audience for and purpose of the writing select appropriate grammar and vocabulary, understanding how such choices can change meaning in writing narratives,</p>	<p>Use dialogue mostly correctly punctuated Include a god or mythical creature with clear characterisation Use paragraphs to organise ideas Use relative clauses and some modal verbs appropriately Maintain past tense consistently Spell most Year 5/6 statutory words correctly Convey a clear moral Success Criteria – (GD) Craft an engaging and atmospheric opening Develop characters through action and dialogue rather than simple description Sustain a formal mythic tone throughout Manipulate sentence structures for effect (including semi-colons, colons, dashes) Use a range of cohesive devices across paragraphs Use passive voice or shifts in formality deliberately Embed relative clauses fluently and accurately Use ambitious vocabulary chosen for</p>
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	<p><u>Beowulf</u></p> <p>Genre Myth / Legend Retelling (Narrative)</p> <p>Purpose To entertain and inform other Year 5 pupils who do not know the story.</p> <p>Audience Year 5 children unfamiliar with <i>Beowulf</i></p> <p>Context Children will have: Explored Anglo-Saxon Britain Learned about mead halls, warriors and monsters Analysed the characters of Beowulf, Grendel and the dragon Examined how myths build tension and celebrate heroism</p> <p>Key Features of the Genre</p> <p>Structure Opening that introduces setting (Denmark / Heorot Hall) Introduction of the problem (Grendel) Build-up and battle Defeat of Grendel and his mother Final dragon battle</p>	<p>I can: Craft a compelling, informative opening paragraph Control pacing to build tension effectively Use passive voice appropriately Embed multiple relative clauses accurately Use parenthesis confidently and purposefully Select ambitious and precise vocabulary Maintain a consistent documentary tone Integrate subtle reflection about resilience Use a wider range of punctuation (including semi-colons or colons) accurately</p> <p>A Boy, a Bear and a Boat</p> <p>Genre Adventure narrative (fiction)</p> <p>Purpose To entertain the reader by describing an additional challenge during the boy's journey.</p> <p>Audience KS2 readers / class anthology</p>	<p>by giving clear, organised advice and steps.</p> <p>AudienceP: Children (KS2) Aspiring young explorers Readers interested in adventure and discovery</p> <p>Programme of Study: Plan writing by identifying audience and purpose Use organisational and presentational devices (headings, bullet points) Use expanded noun phrases and precise vocabulary Use modal verbs (e.g. must, should, could) Use adverbs and adverbials for clarity (e.g. carefully, before setting off) Use imperative verbs (commands) Use relative clauses (e.g. which, who, that) Ensure cohesion within and across paragraphs Use correct punctuation (commas, brackets, dashes, colons for lists)</p> <p>Key Features of the genre: Clear title (e.g. How to Become an Ultimate Explorer) Introduction explaining</p>	<p>Technical vocabulary Cause and effect explanations Present tense used -Diagrams, illustrations and labels used -Concise, factual detail -Compare conditions between the start and end</p> <p>Animals on the Move</p> <p>Genre: Non-chronological report (migration)</p> <p>Purpose To inform the reader about animal migration, explaining what it is, why it happens, and how different animals migrate.</p> <p>Audience: Children (KS2) Readers interested in animals and nature Young researchers</p> <p>PoS: Identify audience and purpose when planning writing Use organisational and presentational devices (headings, subheadings) Use expanded noun phrases for description Use relative clauses (e.g. which, who, that) Use formal and factual language Use cohesion within and</p>	<p>consider how authors have developed settings and atmosphere in what pupils have read draft and write by organising paragraphs around a theme describe settings and atmosphere use a wide range of devices to build cohesion within and across paragraphs evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Key Features of Genre Focus on a single setting Show emotion through imagery (pathetic fallacy) Figurative language (metaphor, simile, personification) Carefully chosen sensory detail Varied sentence lengths for effect Precise, ambitious vocabulary Avoidance of explicitly naming emotions Cohesive flow between paragraphs Strong opening and reflective closing</p> <p>Success Criteria –</p>	<p>impact Create a nuanced moral (not overly simplistic) Edit independently to enhance vocabulary, cohesion and precision</p> <p>Adventures of Odysseus</p> <p>Genre Newspaper Report (Journalistic Writing – Non-fiction)</p> <p>Context Pupils are journalists working for <i>The Ithaca Chronicle</i>, reporting breaking news from Odysseus' voyage home after the Trojan War. The report will cover: The discovery of the cave The encounter with the Cyclops (Polyphemus) The escape plan Reactions from crew members</p> <p>Purpose To inform To report events factually To engage the reader with dramatic but formal recount</p> <p>Audience Readers of a class newspaper</p>
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	<p>Resolution and ending (legacy of Beowulf)</p> <p>Language Features Third person Past tense Figurative language (similes, metaphors, personification) Powerful verbs Expanded noun phrases Relative clauses Fronted adverbials Varied sentence lengths (short for tension) Dialogue (optional but purposeful)</p> <p>National Curriculum Links (Year 5) Composition Plan writing by developing character and atmosphere Use a wide range of devices to build cohesion Describe settings, characters and atmosphere Use dialogue to convey character and advance action</p> <p>Grammar & Punctuation Relative clauses (who, which, that) Modal verbs</p>	<p>Context Children will have: Explored character and theme (resilience, determination, isolation) Analysed the relationship between the boy and the bear Identified how tension builds in a journey story Examined descriptive techniques used by the author</p> <p>Key Features of the Genre Structure Opening that sets the scene Build-up (problem introduced) Problem (new challenge at sea) Resolution Reflection or hint at continued journey</p> <p>Language Features Third person Past tense Figurative language (simile, metaphor, personification) Expanded noun phrases Relative clauses Fronted adverbials Dialogue (to reveal character) Varied sentence lengths</p>	<p>the purpose Organised into sections with headings Use of imperative verbs (Pack, Check, Always carry...) Step-by-step instructions or advice Bullet points or numbered lists Diagrams or labelled illustrations (optional) Use of modal verbs to suggest necessity (You must... You should...) Technical and adventurous vocabulary Conclusion or final tips</p> <p>Success Criteria ARE Writing is organised into clear sections with headings Uses imperative verbs (e.g. Pack, Follow, Stay) Includes modal verbs (e.g. must, should) Uses expanded noun phrases (e.g. a sturdy waterproof backpack) Includes adverbials for time/place/manner Mostly correct punctuation (capital letters, full stops, commas in lists)</p>	<p>across paragraphs Use parenthesis (brackets, dashes, commas) Use commas to clarify meaning Use technical vocabulary related to the topic</p> <p>Key Features of the genre Clear title (e.g. Animals on the Move) Introduction giving general information Organised into sections with subheadings Each paragraph focuses on a different aspect Factual, formal tone Use of present tense Technical vocabulary (e.g. migration, habitat, climate) Diagrams, maps or labelled images (optional) Use of generalisers (e.g. many animals, some species)</p> <p>Success Criteria ARE Clear structure with title, introduction, and subheadings Writing is organised into paragraphs by topic Uses present tense consistently</p>	<p>(ARE) Clearly describe a natural setting Use sensory detail (sight, sound, touch, smell, movement) Include figurative language (at least one metaphor or simile) Organise writing into paragraphs Use vocabulary chosen to create mood Maintain a consistent tone Link description to an implied emotion Edit to improve clarity and word choice</p> <p>Success Criteria – (GD) Sustain atmosphere subtly and consistently Convey emotion implicitly through imagery rather than direct statement Use layered figurative language effectively Manipulate sentence length for pace and tension Select ambitious vocabulary with precision Use cohesion deliberately to guide the reader</p>	<p>Programme of Study identify the audience for and purpose of the writing select appropriate grammar and vocabulary, understanding how such choices can change meaning draft and write by organising paragraphs around a theme in writing narratives and non-fiction, describe settings, characters and atmosphere integrate dialogue to convey character and advance the action use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text evaluate and edit by assessing the effectiveness of their own and others' writing proof-read for spelling and punctuation errors Key Features of a Newspaper Report Headline (clear and dramatic) Subheading</p>
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	<p>Adverbs indicating possibility Fronted adverbials with commas Brackets, dashes or commas for parenthesis Accurate speech punctuation</p> <p>Success Criteria Expected Standard (ARE) I can: Organise my story into clear paragraphs Follow the main events in the correct order Introduce the setting and characters clearly Use expanded noun phrases Include at least one relative clause Use fronted adverbials correctly Build tension during battle scenes Spell most Year 5/6 words correctly</p> <p>Greater Depth I can: Craft an atmospheric opening Develop tension through sentence variation Use figurative language effectively Embed multiple relative</p>	<p>for tension Show-not-tell emotion</p> <p>National Curriculum Links (Year 5) Composition Plan writing by developing character, setting and atmosphere Use a wide range of devices to build cohesion Select appropriate grammar and vocabulary Use dialogue to convey character and advance action</p> <p>Grammar & Punctuation Relative clauses beginning with who, which, that Modal verbs Adverbs to indicate possibility Brackets, dashes or commas for parenthesis Commas after fronted adverbials Accurate speech punctuation</p> <p>Success Criteria Expected Standard (ARE) I can: Organise my writing into clear paragraphs</p>	<p>Clear and appropriate vocabulary for the audience</p> <p>GD (Greater Depth) Writing is cohesive across paragraphs (linked ideas) Uses a range of sentence structures confidently Includes relative clauses (e.g. equipment which is essential for survival) Uses precise, ambitious vocabulary (e.g. navigate, terrain, endurance) Effective use of parenthesis (brackets, dashes, commas) Uses colons to introduce lists or explanations Tone is consistently appropriate and engaging Instructions are detailed, clear, and well-developed</p>	<p>Includes expanded noun phrases (e.g. long-distance seasonal journeys) Uses technical vocabulary Includes generalisers (e.g. many animals, some species) Mostly correct punctuation (capital letters, full stops, commas) Writing is clear and informative</p> <p>GD (Greater Depth) Writing is cohesive across paragraphs (ideas linked clearly) Uses a range of sentence structures confidently Includes relative clauses (e.g. animals which travel thousands of miles) Uses formal, precise vocabulary (e.g. navigate, adapt, survival) Effective use of parenthesis (extra information) Uses fronted adverbials for cohesion (e.g. During the winter months,...) Information is well-developed and detailed</p>	<p>Craft a powerful opening and resonant ending Edit independently to refine imagery and eliminate unnecessary detail</p> <p>Pitch it! Genre Persuasive Writing (Formal Pitch / Proposal) Context Pupils are entrepreneurs taking part in a class initiative called: "Pitch It! – Young Innovators." They must present a written proposal to a panel (teacher, peers or SLT) explaining: What the idea is Why it is needed How it works Why it should be chosen The strongest pitches may be presented orally to link with oracy.</p> <p>Purpose To persuade To argue logically To present a convincing case using evidence and reasoning</p> <p>Audience A panel of decision-makers (teachers / headteacher) Class peers</p>	<p>summarising key information Orientation paragraph (who, what, where, when) Formal third-person tone Reported and direct speech (witness quotes) Paragraphs organised by key events Use of factual language (even within a myth context) Cohesive devices to link ideas Concluding paragraph summarising impact</p> <p>Success Criteria – (ARE) Write in a clear newspaper structure (headline, introduction, organised paragraphs) Use formal third-person consistently Include direct or reported speech (mostly correctly punctuated) Organise writing into paragraphs by event Use expanded noun phrases for description Use relative clauses appropriately Use modal verbs (e.g. might, could, must) to</p>
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	<p>clauses accurately Use ambitious and precise vocabulary Manipulate pace (short sentences for impact) Maintain a consistent heroic tone Use a wider range of punctuation (semi-colons, colons, dashes) accurately End with a powerful reflection on Beowulf's legacy</p>	<p>Create a clear build-up, problem and resolution Describe the setting using expanded noun phrases Include at least one relative clause Use fronted adverbials correctly Include correctly punctuated dialogue Show the character's feelings through actions Spell most Year 5/6 words correctly</p> <p>Greater Depth I can: Craft an atmospheric opening Build tension through sentence variation Use figurative language effectively Embed multiple relative clauses accurately Manipulate pace (short sentences for impact) Use dialogue to subtly reveal character Sustain viewpoint and tone consistently Use a wider range of punctuation (including semi-colons or colons) accurately End with a reflective or powerful closing line</p>		<p>Tone is consistently formal and appropriate</p>	<p>Potential "investors"</p> <p>NC PoS identify the audience for and purpose of the writing select appropriate grammar and vocabulary, understanding how such choices can change meaning in writing, describe settings, characters and atmosphere (where relevant to persuasion) draft and write by organising paragraphs around a theme use a wide range of devices to build cohesion within and across paragraphs use further organisational and presentational devices to structure text and guide the reader evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Key Features of genre Clear introduction outlining the proposal Formal, confident tone Rhetorical questions Direct address to the audience</p>	<p>suggest possibility Maintain consistent past tense Spell most Year 5/6 statutory words correctly</p> <p>Success Criteria – (GD) Craft an engaging, precise headline and subheading Sustain a formal journalistic register throughout Use passive voice deliberately (e.g. <i>The monster was blinded by the crew</i>) Integrate quotations seamlessly within paragraphs Manipulate sentence structures for effect (including colons, semi-colons or dashes)</p> <p>Use cohesive devices across paragraphs to control flow Select ambitious, subject-specific vocabulary (e.g. <i>voyage, hostile, treacherous, deception</i>) Demonstrate controlled shifts between fact and dramatic detail Edit independently for</p>
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					<p>Emotive language Facts or logical reasoning Clear paragraph structure (problem → solution → benefits → conclusion) Persuasive devices (rule of three, repetition) Strong closing statement or call to action</p> <p>Success Criteria – ARE Clearly explain their idea Organise writing into logical paragraphs Use persuasive language and direct address Provide reasons to support their idea Maintain a mostly formal tone Use some rhetorical devices (e.g. rhetorical question, repetition) Link ideas using cohesive devices End with a clear concluding statement</p> <p>Success Criteria – GD Present a highly convincing and well-structured argument Anticipate and address possible counter-arguments Use a range of persuasive techniques deliberately and</p>	<p>clarity, cohesion and precision</p>
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					<p>effectively Maintain a consistent and appropriate formal register Use varied sentence structures for impact Employ cohesive devices across paragraphs seamlessly Select ambitious, precise vocabulary Craft a compelling and memorable call to action Edit independently to strengthen clarity and persuasion</p>	
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Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation	Common and proper nouns, noun phrases Verbs, adverbs and prepositions Coordinating and Subordinating Conjunctions Standard and Non-Standard English Word Classes Relative Clauses Relative Pronouns Punctuation – Commas, bracket, dashes for parenthesis		Standard and non-Standard English Punctuation and Performance Revision Verbs, adverbs and prepositions Modal Verbs Adverbs Relative Clauses Commas for Clarity Dictionary Skills Homophones Hyphens after prefixes Thesaurus skills		Apostrophes for contraction and possession Punctuation Text Cohesion – Adverbials of time providing cohesion Relative clauses Spoken and written language	
Spelling	1. Words with endings that sound like /shuhs/ spelt with -cious. 2. Words with endings that sound like /shuhs/ spelt with -tious or -ious. 3. The sound /i/ spelt y (revision from year 3 & 4). 4. Words that start with 'con-'. 5. Words ending /shuhn/ spelt -tion. (Year 4 revision). 6. The // or /ə/ sound	1. Adjectives ending in -ant into nouns ending in -ance/-ation . 2. Adjectives ending in -ent into nouns ending in -ence/-ency. 3. Words ending in -able. 4. Words ending in -able & -eable. 5. Words ending in -ible. 6. Words that end in -ibly.	1. Words spelt ie. 2. Words with a long /ee/ sound spelt ie or ei after c (and the exceptions). 3. Words where c makes an /s/ sound before i, e and y. 4. Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. 5. Words ending -ment. 6. Words ending -ity.	1. Adding suffixes beginning with vowel letters to words ending in -fer. 2. Words with endings which sound like /shuhl/ after a vowel spelt -cial. 3. Words with endings which sound like /shuhl/ after a consonant spelt -tial. 4. Words beginning acc-. 5. Words beginning occ-. 6. Words ending in	1. Words containing the letter string ough. 2. Words ending in -ate. 3. Words ending in -ture (inc year 4 content). 4. Words ending in -age. 5. Words ending in -ary. 6. Suffix -ly (inc year 3 content) .	1. Prefix -inter. 2. Double consonant. 3. Year 5 & 6 Word List 1. 4. Year 5 & 6 Word List 2. 5. Homophones (-ce/se) 6. Homophones 7. Homophones



	spelt -le at the end of words. (Year 3 revision). 7. Silent letters			-ant		
Transcription	Writing fluently and legibly at speed Developing personal handwriting style Consistent letter size and proportion Writing for sustained periods Dictation		Maintaining legibility in note-taking Adapting handwriting for audience and purpose Clear differentiation between similar letters Dictation			Confident, efficient, mature handwriting style Automatic joins Presentation suitable for transition to Year 6 Dictation



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Pig Heart Boy Blood (ActiveLearn)	Letters from the Lighthouse – Emma Carroll	Love that dog - Sharon Creech Poetry (Clippa) Seven Ghosts Chris Priestly	Novel by significant author Harry Miller’s Run – David Almond Town Is by the Sea by Joanne Schwartz	Floodland by Marcus Sedgewick	The Journey JLV Transition Unit (tbc)
Reading	<p>Word reading: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p> <p>Comprehension: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied</p>					



<p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p>						
Oracy	<p>Focus: Discussion & Justification Objectives: Lead discussions; use evidence; build on ideas Outcomes: Whole-class discussion, leadership Activities: Text-based debate; group discussion leader roles</p>	<p>Focus: Explanation & Formal Presentation Objectives: Structured explanations; formal register Outcomes: Presentations linked to topics Activities: Information leaflets/leaflet presentation; formal speech</p>	<p>Focus: Debate & Persuasion Objectives: Participate in formal debates; select vocabulary Outcomes: Persuasive debate speeches Activities: Class debate; formal motion evaluation</p>	<p>Focus: Drama & Role Play Objectives: Explore complex characters; adjust tone & expression Outcomes: Monologues/role-play Activities: Character hot-seating; conscience alley</p>	<p>Focus: Collaborative Problem Solving Objectives: Lead/summarise discussions; ask probing questions Outcomes: Group enquiry projects Activities: Group research & oral presentations; problem-solving tasks</p>	<p>Focus: Independent Formal Presentation Objectives: Extended speeches/presentations; self-evaluate Outcomes: Leaver's speeches Activities: Leavers' speeches; reflective presentations</p>



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	Pig Heart Boy Blood (ActiveLearn)	Letters from the Lighthouse – Emma Carroll	Love that dog - Sharon Creech Poetry (Clippa) Seven Ghosts Chris Priestly	Novel by significant author Harry Miller’s Run – David Almond Town Is by the Sea by Joanne Schwartz	Floodland by Marcus Sedgewick	The Journey JLV Transition Unit (tbc)
Writing Composition	Text: Pig Heart Boy Genre: Newspaper Article Audience: General public Purpose: To explain Cam’s side of the story. Key Features of writing: Newspaper-style headline and subheading First-person viewpoint (Cam’s voice) Formal but emotive tone	Text: <i>Letters from the Lighthouse</i> – Emma Carroll Genre: Letter (in role) Audience: A specific character from the novel Purpose: To express thoughts, feelings, and information in role Key Features to Include Correct letter layout (address, date, greeting, sign-off) First-person viewpoint	Text: <i>Love That Dog</i> – Sharon Creech Genre: Poetry Audience: A reader of poetry Purpose: To express feelings and ideas through poetry Key Features to Include Free-verse structure Thoughtful word choice Line breaks used for effect Imagery and sensory detail	Text: <i>Harry Miller’s Run</i> – David Almond Genre: Information Leaflet Audience: Visitors / families / runners Purpose: To inform and promote To inform and advise readers about: What the Great North Run is Its history and	Text: <i>Floodland</i> – Marcus Sedgewick Genre: Survival guide / instructional non-fiction Audience: People trying to survive in a post-flooded world Purpose: To inform and advise readers on how to stay safe and survive Key Features to Include Engaging title and section headings Clear, instructional	Text: <i>The Journey</i> – Francesca Sanna Genre: News report / broadcast script Audience: General readers or viewers Purpose: To inform the public about the refugee journey and its challenges Key Features to Include: Headline or title for the report Introduction covering who, what, where, when, why Description of the



	<p>Facts mixed with personal reflection Quotes (from Cam and possibly others) Clear paragraphing Rhetorical questions to engage the reader</p> <p>PoS Statements: Write effectively for a range of purposes and audiences, selecting language and form appropriately Use a wide range of vocabulary to create atmosphere and convey feelings Organise writing into cohesive paragraphs Use appropriate grammatical</p>	<p>Appropriate tone for the recipient Language suitable for the 1940s setting Paragraphs organised by idea Emotional detail and reflection</p> <p>PoS Statements Write for a range of purposes and audiences Use character voice to convey feelings and viewpoint Select vocabulary and grammar to create atmosphere and authenticity Organise ideas into cohesive paragraphs Edit writing for clarity and impact</p> <p>Success Criteria Expected Standard (ARE) ✓ I write a letter using the correct layout ✓ I stay in role as a</p>	<p>A clear emotional focus A personal voice</p> <p>PoS Statements: Use imaginative language to express ideas and feelings Experiment with form and structure in poetry Select vocabulary for meaning and effect Read, write, and perform poems with awareness of audience Edit and improve writing for impact and clarity</p> <p>Success Criteria Expected Standard (ARE) ✓ I write a poem about love ✓ I use line breaks to organise my ideas ✓ I choose words that show thoughts or feelings ✓ My poem makes sense to the reader ✓ I attempt to create</p>	<p>significance</p> <p>Who can take part</p> <p>How to prepare</p> <p>Why it is important to the North East (linking to themes in the novel)</p> <p>Key Features of an Information Leaflet Clear headings and subheadings Organised sections Present tense Concise, factual information Engaging and positive tone Persuasive phrases (e.g. <i>Join thousands of runners...</i>) Bullet points for clarity</p> <p>Purpose of Study (PoS) Statements – Writing Linked to National Curriculum (KS2 English Writing): Write for a specific audience and</p>	<p>language (imperative verbs: <i>avoid, check, stay</i>) Short, concise paragraphs or bullet points Sensory or situational details to show danger or atmosphere Optional illustrations, maps, or diagrams</p> <p>PoS Statements:: Write non-fiction texts for a specific purpose and audience Organise writing logically with headings, subheadings, and lists Use precise vocabulary and clear instructions Use grammar and punctuation to enhance clarity Edit writing to improve accuracy, cohesion, and impact</p>	<p>journey, dangers, and experiences Direct quotes from refugees or observers Paragraphs organised logically, by stage of the journey Closing statement summarising the significance or call to action</p> <p>PoS Statements Write for a specific audience and purpose Use vocabulary and grammar to inform and engage readers Organise writing logically with headings or paragraphs Include direct speech or quotes to support reporting Edit writing to improve clarity, cohesion, and impact</p> <p>Success Criteria Expected Standard (ARE) ✓ I write in the style</p>
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	<p>structures and punctuation to enhance meaning Evaluate and edit writing for clarity, impact, and accuracy</p> <p>Success Criteria: ✓ I can write a newspaper article in the first person from Cam's point of view ✓ I include a clear headline and introduction explaining the issue ✓ I explain Cam's feelings about the transplant and public reaction ✓ I use mostly formal language suitable for a newspaper ✓ My writing is organised into logical paragraphs ✓ I use basic punctuation correctly</p>	<p>character from the story ✓ I explain events and feelings clearly ✓ I use mostly appropriate vocabulary for the time period ✓ My ideas are organised into paragraphs ✓ I use basic punctuation accurately</p> <p>Text: <i>Letters from the Lighthouse</i> – Emma Carroll Genre: Historical fiction (short story) Audience: Modern readers Purpose: To entertain and immerse the reader in a historical setting.</p> <p>Key Features to Include Clear opening that establishes time and place Historically accurate details (air raids,</p>	<p>an emotional response</p> <p>Text: <i>Seven Ghosts</i> – Chris Priestley Genre: Horror / suspense short story Audience: Young readers Purpose: To entertain and frighten by building tension and atmosphere</p> <p>Key Features to Include Strong opening that establishes mood Sensory description (sound, sight, touch) Carefully paced reveals Short sentences for impact Figurative language (similes, metaphors, personification) A tense or eerie ending Pathetic fallacy</p> <p>Purpose of Study (PoS) Statements – Writing</p>	<p>purpose Use organisational features such as headings, subheadings and bullet points Select appropriate vocabulary to inform and persuade Organise ideas into clear sections Edit and improve writing for clarity and cohesion</p> <p>Success Criteria Expected Standard (ARE) ✓ I use clear headings and sections ✓ I include key information about the event and route ✓ I write in the present tense ✓ My writing is clear and organised ✓ I use accurate punctuation and spelling Greater Depth (GD) ✓ I combine informative and persuasive</p>	<p>Success Criteria Expected Standard (ARE) ✓ I organise my survival guide into clear sections with headings ✓ I use instructional language for advice ✓ I include key survival tips (food, water, shelter, safety) ✓ My paragraphs or bullet points are clear and easy to follow ✓ I punctuate and spell accurately</p> <p>Greater Depth (GD) ✓ I use precise, technical, and emotive vocabulary to emphasise danger ✓ I include examples or illustrations to support instructions ✓ I structure advice to show priority and importance ✓ I create a clear sense of atmosphere and urgency</p>	<p>of a news report or broadcast ✓ I describe the refugee journey clearly and in order ✓ I include at least one direct quote from a refugee or witness ✓ My writing is organised into paragraphs or sections ✓ I punctuate and spell accurately</p> <p>Greater Depth (GD) ✓ I use descriptive and emotive language to convey tension, fear, and hope ✓ I include multiple quotes or perspectives ✓ I vary sentence length to create urgency and impact ✓ I structure the report to show progression along the journey ✓ My report immerses the audience and feels</p>
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	<p>(full stops, commas, speech marks)</p> <p>Text: Pig Heart Boy Genre: Balanced Argument Audience: Animal Rights Activists Purpose: To discuss both sides of the ethical debate surrounding the use of animal organs in human medicine.</p> <p>Key Features of writing Clear introduction outlining the issue Balanced paragraphs for both viewpoints Formal, reasoned tone Use of connectives (however, on the other hand, furthermore, in contrast) Evidence or examples (ethical, scientific, moral) A conclusion weighing both sides</p>	<p>ration books, gas masks, blackouts) Well-developed characters with realistic reactions Description that appeals to the senses Structured paragraphs (opening, build-up, problem, resolution) A suitable ending (hopeful, reflective, or uncertain)</p> <p>PoS Statements: Write narratives that are structured and engaging Create characters, settings, and atmosphere through description and action Select vocabulary and grammar to reflect historical context Use a range of sentence structures for effect and clarity Edit and improve writing to enhance cohesion and impact</p>	<p>Linked to National Curriculum (KS2 English Writing): Write narratives that create atmosphere and tension Select vocabulary and grammatical structures for effect Use paragraphing to control pace and suspense Experiment with sentence length to influence the reader Edit writing to enhance impact and cohesion</p> <p>Success Criteria Expected Standard (ARE) ✓ I create a creepy atmosphere at the start of my story ✓ I introduce an unsettling idea or presence ✓ I build tension gradually through description ✓ I organise my story into clear paragraphs</p>	<p>language effectively ✓ I vary sentence structures to maintain interest ✓ I include precise vocabulary linked to running and community ✓ I organise the leaflet professionally with strong cohesion ✓ My writing makes the reader want to get involved</p> <p>Text: <i>Harry Miller's Run</i> – David Almond Genre: Flashback narrative / short story Audience: General reader Purpose: To entertain and show a past experience that reveals character</p> <p>Key Features to Include Clear present moment to introduce</p>	<p>✓ My guide feels professional and convincing</p> <p>Text: <i>Floodland</i> – Marcus Sedgwick Genre: Persuasive letter / argument Audience: Another character in the story (e.g., a survivor, a stranger, or even a group of people) Purpose: To convince or influence someone about a course of action in the flooded world</p> <p>Key Features to Include Letter format (greeting, paragraphs, sign-off) Clear position and purpose Reasons and examples to support arguments Emotive language to convince the reader Short, clear paragraphs with logical order</p>	<p>realistic and convincing.</p> <p>Text: <i>The Journey</i> – Francesca Sanna Genre: Short story from another culture / cultural perspective Audience: General reader or class peers Purpose: To explore experiences, values, and traditions from a different cultural background</p> <p>Key Features to Include: Clear setting rooted in a different culture Characters who reflect cultural values, traditions, or family structures Conflict or journey that drives the story forward Emotional depth showing fear, courage, hope, or resilience Figurative language to enhance mood and cultural atmosphere</p>
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	<p>PoS Statements Write effectively for a range of purposes and audiences, selecting language and form appropriately Use discursive structures to present and evaluate differing viewpoints Use a range of sentence structures and cohesive devices Select vocabulary and grammatical features to achieve clarity and persuasion Edit writing to improve coherence, tone, and impact Success Criteria:</p> <ul style="list-style-type: none"> ✓ I introduce the issue clearly and explain why it is controversial ✓ I present arguments for and against using a pig's heart ✓ I use formal 	<p>Success Criteria Expected Standard (ARE)</p> <ul style="list-style-type: none"> ✓ I set my story clearly in wartime Britain ✓ I include historical details that match the period ✓ I create characters with clear feelings and motivations ✓ My story has a clear beginning, middle, and end ✓ I use paragraphs to organise events ✓ I use punctuation accurately for meaning <p>Subject: Letters from the Lighthouse Genre: Diary Entry Audience: Readers learning about refugees Purpose: To inform about the life, personal experiences</p>	<ul style="list-style-type: none"> ✓ I use punctuation accurately to support meaning <p>Text: <i>Seven Ghosts</i> – Chris Priestley Genre: Retelling / psychological horror monologue Audience: The reader Purpose: To unsettle the reader by revealing events from a new perspective</p> <p>Key Features to Include First-person viewpoint Unreliable or mysterious narrator Subtle hints rather than clear explanations Eerie, restrained language Repetition for effect Controlled pacing</p> <p>PoS statements Experiment with narrative voice and viewpoint</p>	<p>the flashback</p> <p>Transition phrases to signal the flashback (e.g., <i>I remember when..., Back then...</i>)</p> <p>Vivid description of place, movement, and emotions</p> <p>Character reactions in both past and present</p> <p>Paragraphs organised to separate past and present</p> <p>Reflection or insight at the end linking memory to now</p> <p>PoS Statements</p> <p>Write narratives using different time frames</p> <p>Use vocabulary and grammar to create effect and meaning</p>	<p>Optional rhetorical questions for effect</p> <p>PoS Statements Write for a specific purpose and audience Use vocabulary and grammar to persuade or influence Organise ideas coherently using paragraphs and logical sequencing Select language to create effect and engagement Edit writing to improve clarity, cohesion, and impact</p> <p>Success Criteria Expected Standard (ARE)</p> <ul style="list-style-type: none"> ✓ I write in the voice of Zoe ✓ I state my position clearly in the letter ✓ I include at least two reasons or examples to support 	<p>Paragraphs organised chronologically or thematically</p> <p>PoS Statements Write narratives with a clear viewpoint Use vocabulary and grammar to create meaning, effect, and atmosphere Organise ideas coherently in paragraphs or sections Use figurative and descriptive language to engage the reader and convey culture Edit writing to improve clarity, cohesion, and impact</p> <p>Success Criteria Expected Standard (ARE)</p> <ul style="list-style-type: none"> ✓ I write a story with a clear beginning, middle, and end ✓ I include a cultural setting or perspective ✓ I show the
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	<p>language appropriate for a serious debate ✓ I link ideas using basic connectives (however, because, therefore) ✓ I organise my writing into clear paragraphs ✓ I include a concluding paragraph that summarises both sides</p> <p>Text: Blood (Non-Fiction Text) Genre: Information text Audience: Children / general readers learning about the human body Purpose: To inform by explaining how blood travels around the body and what it does at different organs Key Features to Include A clear subheading (e.g. <i>Blood's Journey Around the Body</i>)</p>	<p>of kindertransport refugees.</p> <p>PoS statements Plan writing by identifying the audience and purpose Draft and write by selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance action Use a wide range of devices to build cohesion within and across paragraphs Use verb tenses consistently Proof-read for spelling and punctuation errors Key Features to Include First-person perspective (I, my, we) Clear date/time opening typical of diary entries Thoughts and feelings about events Description of setting (the coast, the lighthouse, Devon countryside) References to wartime context (evacuation,</p>	<p>Use language to suggest meaning and create atmosphere Control structure and pacing for impact Select vocabulary for precision and mood Edit writing to refine tension and clarity</p> <p>Success Criteria Expected Standard (ARE) ✓ I write from a clear and consistent viewpoint ✓ I hint at events rather than fully explaining them ✓ I use description to create an eerie mood ✓ I organise my writing into clear sections or paragraphs ✓ I use punctuation accurately</p> <p>Greater Depth (GD) ✓ I create a convincing, unsettling narrative voice</p>	<p>Organise writing coherently using paragraphs and transitions</p> <p>Use figurative and descriptive language to engage the reader Edit writing to enhance clarity, cohesion, and impact</p> <p>Success Criteria Expected Standard (ARE) ✓ I create a present moment that triggers the flashback ✓ I write the flashback clearly and in past tense ✓ I describe events, characters, and emotions vividly ✓ I organise ideas into paragraphs with transitions ✓ I show a connection between past and present ✓ My punctuation and grammar are accurate</p>	<p>my argument ✓ My letter is organised with paragraphs and proper format ✓ I use punctuation and spelling accurately</p> <p>Greater Depth (GD) ✓ I use persuasive and emotive vocabulary effectively ✓ I include rhetorical questions or repetition for emphasis ✓ I anticipate counterarguments or concerns and respond to them ✓ I vary sentence length and structure for impact ✓ My letter is convincing, immersive, and reflects Zoe's personality and context</p> <p>Text: <i>Floodland</i> – Marcus Sedgwick</p>	<p>character's thoughts, emotions, and reactions ✓ I describe places, people, or customs clearly ✓ My writing is organised into paragraphs and punctuated accurately</p> <p>Greater Depth (GD) ✓ I show cultural practices or beliefs influencing characters' decisions ✓ I vary sentence length to create pace, tension, or mood ✓ I use figurative and emotive language to immerse the reader ✓ I include complex character reactions and reflection ✓ My story gives the reader insight into a different culture</p> <p>Text: The Journey Genre Persuasive writing (formal letter)</p>
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	<p>Formal, informative tone Subject-specific vocabulary (oxygen, nutrients, waste, circulation) Short, clear paragraphs linked logically Cause-and-effect explanations Optional labelled diagram to support understanding PoS Statements – Writing Write clear non-fiction texts using appropriate structure and language Explain processes and systems clearly and logically Use organisational devices such as headings and paragraphs Select precise vocabulary to convey scientific meaning Edit writing to improve clarity, accuracy, and cohesion</p>	<p>Blitz, fear, uncertainty) Emotive language to show mood Past tense recount of events Informal tone suitable for a private diary Rhetorical questions or exclamations to show inner thoughts Time connectives (later that day, suddenly, afterwards) Success Criteria Expected (Year 6) Uses first person and past tense consistently Includes thoughts, feelings and reactions Describes events and setting clearly Organises writing with a clear opening and sequence of events Uses expanded noun phrases and varied sentence structures Greater Depth Uses figurative language (similes, metaphors, personification) Builds atmosphere and tension through description Includes reflective comments about the impact of events Uses a range of punctuation (dashes,</p>	<ul style="list-style-type: none"> ✓ I control how much information the reader receives ✓ I use repetition and symbolism to increase tension ✓ I choose precise vocabulary to suggest fear ✓ I leave the reader with unanswered questions 	<p>Greater Depth (GD) ✓ I show a deep emotional connection between past and present ✓ I control pace and tension in both timelines ✓ I use figurative language and precise vocabulary for impact ✓ I vary sentence length to create rhythm and emphasis ✓ I end with insight or reflection that gives the story depth ✓ I make the flashback seamlessly integrated into the narrative</p> <p>Text: <i>Town Is by the Sea</i> – Joanne Schwartz Genre: Descriptive guide / travel brochure Audience: Visitors or new residents</p>	<p>Genre: Dialogue / script / short scene Audience: Reader (classmates, teacher, or general audience) Purpose: To reveal character, conflict, and emotion through speech</p> <p>Key Features to Include Dialogue formatting (speech marks, new line for each speaker) Stage directions or short descriptions to show actions, expressions, and setting Characters' voices and personalities reflected in how they speak Conflict, tension, or disagreement driving the scene Clear opening, middle, and resolution or cliffhanger</p> <p>PoS Statements Write dialogue and narratives to convey</p>	<p>Purpose To persuade a government official to allow a refugee family safe entry into their country.</p> <p>Audience A government minister (e.g. Home Secretary / immigration official)</p> <p>PoS Use of formal and informal language appropriately Planning writing by identifying audience and purpose Using cohesive devices across paragraphs Selecting appropriate grammar and vocabulary to enhance meaning Proofreading for clarity and accuracy</p> <p>Key Features of a Persuasive Letter Formal tone and layout (addresses,</p>
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	<p>Success Criteria</p> <ul style="list-style-type: none"> ✓ I explain how blood travels around the body ✓ I describe the job blood does at different organs ✓ I use a clear subheading and organised paragraphs ✓ I use scientific vocabulary accurately ✓ My writing is factual and easy to understand ✓ I use punctuation accurately (capital letters and full stops) 	<p>colons, semi-colons) Vocabulary choices precisely convey mood and historical context</p>		<p>Purpose: To inform and describe the town vividly, conveying its atmosphere and life.</p> <p>Key Features to Include</p> <p>Engaging title and headings</p> <p>Rich descriptive language (adjectives, adverbs, figurative language)</p> <p>Organisation by location, activity, or theme</p> <p>Persuasive tone where appropriate (e.g., <i>“Don’t miss the cliffs at sunset”</i>)</p> <p>Paragraphs or sections for clarity</p> <p>Optional illustrations or maps</p> <p>PoS Statements</p> <p>Write non-fiction texts for different purposes and audiences</p> <p>Organise writing logically with headings and subheadings</p>	<p>character and events</p> <p>Use vocabulary, tone, and sentence structures to show personality and emotion</p> <p>Organise ideas coherently with speech and stage directions</p> <p>Edit writing to improve clarity, effect, and engagement</p> <p>Success Criteria Expected Standard (ARE)</p> <ul style="list-style-type: none"> ✓ I include dialogue between at least two characters ✓ I use speech marks and new lines correctly ✓ Characters’ words show their feelings, thoughts, or motivations ✓ I include stage directions or short descriptions to support dialogue ✓ My dialogue fits the situation and 	<p>date, greeting, sign-off)</p> <p>Clear introduction stating purpose</p> <p>Structured paragraphs with:</p> <ul style="list-style-type: none"> Emotional appeal (pathos) Facts or reasoning (logos) Strong personal voice Use of persuasive language: Modal verbs (must, should, ought) Rhetorical questions Emotive vocabulary Cohesion between ideas (e.g. furthermore, therefore, however) Concluding paragraph with a clear call to action <p>Success Criteria ARE (Age-Related Expectations)</p> <ul style="list-style-type: none"> Writes in a clear formal letter structure Maintains mostly formal tone Uses paragraphs to organise ideas
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				<p>Use figurative language and precise vocabulary to engage the reader</p> <p>Edit writing to enhance clarity, cohesion, and impact</p> <p>Success Criteria Expected Standard (ARE)</p> <ul style="list-style-type: none"> ✓ I organise my guide into sections with headings or subheadings ✓ I describe the town's places, people, and work clearly ✓ I include sensory details to show atmosphere ✓ I use paragraphs and bullet points for clarity ✓ I punctuate accurately <p>Greater Depth (GD)</p> <ul style="list-style-type: none"> ✓ I use figurative language and vivid adjectives/adverbs to create mood 	<p>makes sense to the reader</p> <hr/> <p>Greater Depth (GD)</p> <ul style="list-style-type: none"> ✓ I vary speech to reflect different personalities, age, or background ✓ I create tension or conflict through dialogue ✓ I include figurative or emotive language in dialogue ✓ I pace the dialogue with short and long lines for effect ✓ My scene feels realistic, engaging, and immersive 	<p>logically</p> <p>Includes some persuasive devices (e.g. emotive language, modal verbs)</p> <p>Uses a range of sentence structures</p> <p>Spelling and punctuation are mostly accurate</p> <p>Uses cohesive devices to link ideas</p> <p>GD (Greater Depth)</p> <p>Sustains a consistent and convincing formal voice throughout</p> <p>Carefully selects ambitious vocabulary for impact</p> <p>Integrates a range of persuasive techniques effectively (e.g. rhetorical questions, varied modal verbs, direct address)</p> <p>Uses varied and controlled sentence structures for effect (including complex sentences)</p> <p>Manipulates cohesion across the whole text</p>
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				<ul style="list-style-type: none">✓ I vary sentence length and structure to engage the reader✓ I include persuasive or emotive language to encourage visiting✓ I convey the town's life and character through description✓ My guide feels polished and professional		<p>(e.g. subtle linking, varied discourse markers)</p> <p>Demonstrates control of tone to evoke empathy and urgency</p> <p>Uses punctuation precisely (e.g. colons, semi-colons, dashes)</p>
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grammar & Punctuation	<p>Core revision (Y3–5 objectives revisited at greater depth):</p> <ul style="list-style-type: none"> Identifying and using: <ul style="list-style-type: none"> Nouns, verbs, adjectives, adverbs Determiners Pronouns (including relative pronouns) Expanded noun phrases Adverbials (time, place, manner, frequency) Fronted adverbials (comma after) Prepositions and prepositional phrases <p>Year 6 statutory content introduced:</p> <ul style="list-style-type: none"> Formal vs informal vocabulary Standard English forms (was/were; did/done; we was → we were) <p>Punctuation focus:</p> <ul style="list-style-type: none"> Secure use of: <ul style="list-style-type: none"> Capital letters and full stops Commas in lists Commas after fronted adverbials 		<p>Advanced Structures & Precision</p> <p>Year 6 statutory content:</p> <ul style="list-style-type: none"> Active and passive comparison Hyphens to avoid ambiguity Modal verbs (might, could, should, must, shall, will) Formal tone (modal verbs + subjunctive) Cohesive devices across paragraphs: <ul style="list-style-type: none"> Adverbials of time/place Repetition of key nouns Synonyms <p>Spelling–Grammar Links:</p> <ul style="list-style-type: none"> Verb prefixes (re-, de-, over-, mis-) Word class shifts (verb → noun via suffix) <p>Punctuation focus:</p> <ul style="list-style-type: none"> Semi-colons (linking closely related clauses) Colons (introducing a list or explanation) Bullet points (consistent structure) 	<p>Light Revision Before SATs</p> <ul style="list-style-type: none"> Rapid-fire retrieval of all PoS content Terminology recall Timed practice papers Personalised gap plugging <p>Post-SATs Deepening & Mastery This is not new content, but refinement and sophistication.</p> <p>Focus Areas for Deeper Understanding:</p> <ul style="list-style-type: none"> Stylistic impact of: <ul style="list-style-type: none"> Passive voice Subjunctive Parenthesis choices Manipulating sentence rhythm Balancing multi-clause sentences Precision punctuation in extended writing Editing for effect rather than just accuracy <p>Project-Based Application:</p> <ul style="list-style-type: none"> Formal debate writing Balanced arguments 		



	<ul style="list-style-type: none"> ○ Apostrophes for contraction and possession ● Relative clauses (who, which, that, where, when, whose) ● Parenthesis: <ul style="list-style-type: none"> ○ Brackets ○ Dashes ○ Commas ● Passive voice (recognition and construction) ● Subjunctive form (formal structures: <i>If I were...</i>) <p>Revision of earlier KS2 content:</p> <ul style="list-style-type: none"> ● Subordinating conjunctions ● Coordinating conjunctions ● Multi-clause sentences ● Embedded clauses <p>Punctuation focus:</p> <ul style="list-style-type: none"> ● Commas to clarify meaning ● Commas for clauses ● Brackets and dashes for parenthesis ● Apostrophes for plural possession <p>Rationale: Secure grammatical terminology and sentence structure before moving into complex sentence construction.</p>	<p>Rationale: Semi-colons and colons are heavily assessed and need explicit teaching + application before revision cycle.</p> <p>Spring 2 – SATs Readiness & Consolidation Full statutory coverage completed by this point.</p> <p>Focus on:</p> <ul style="list-style-type: none"> ● Multi-clause sentence control ● Shifts in formality ● Tense consistency ● Subject–verb agreement ● Pronoun clarity ● Determiners (less/fewer; many/much) ● Word class identification in SATs-style questions <p>Punctuation consolidation:</p> <ul style="list-style-type: none"> ● Semi-colons vs colons ● Parenthesis choices (impact differences) ● Commas for clarity vs grammatical necessity 	<ul style="list-style-type: none"> ● Narrative voice manipulation ● Newspaper reports (formal register) <p>Bridging to KS3:</p> <ul style="list-style-type: none"> ● Colons for emphasis ● Rhetorical devices ● Varied sentence openings ● Controlled shifts in tone
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<p>Spelling</p>	<p>½. Synonyms 3. Antonyms 4. Word families – com & contra 5. Word families – equ, ex & extra 6. Word families – gen, geo & graph</p> <p>Words ending: –ant / –ance / –ancy –ent / –ence / –ency</p> <p>Words ending in: –ious / –cious / –tious</p> <p>Hyphenated words (co-operate, re-enter)</p>	<p>1. Word families – lab & liber . 2. Word families – loc & log. 3. Word families – maxi & mini. 4. Word families – mid & mal. 5. Word families – mono & du. 6. Word families – nat & mort.</p>	<p>1. Words with: –ough variations unstressed vowels 2. Verb prefixes: dis–, de–, mis–, over–, re– 3. Converting nouns/adjectives into verbs (–ate, –ise, –ify) 4. Unstressed Vowels desperate separate definite secretary temperature 5. Challenge Words (Less Frequent) accommodate accompany exaggerate parliament restaurant opportunity privilege 6. Words with cial and tial</p>	<p>1. Homophones & Confusables advice/advise device/devise practice/practise licence/license prophecy/prophesy 2. Words with “ei” after “c” receive, deceive, perceive, conceit, ceiling 3. Verb Prefixes dis– (disappear, disappoint) mis– (mislead, misbehave) over– (overreact, overtake) re– (reconsider, revisit) de– (defrost, deactivate) 4. Converting Nouns/Adjectives into Verbs –ate (activate, communicate) –ise (criticise, advertise) –ify (classify, identify)</p>	<p>1. Word families – non & neg. 2. Word families – nov & numer. 3. Word families – omni & para. 4. Word families – per & pre. 5. Word families – post & pro. 6. Word families – re & reg.</p>	<p>1. Word families – rupt & trans. 2. Word families – sect & super. 3. Word families – tele & terr. 4. Word families – scribe/scrip. 5. Word families – ver & verb. 6. Word families – aud, vid & vac.</p>
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			5. Greek/Latin roots 6. Silent letters (knight, psalm, solemn)	
Transcription	<p>Securing Fluency & Presentation Standards</p> <p>Handwriting (Letter-join Focus)</p> <ul style="list-style-type: none"> • Re-establishing consistent joined script • Even letter sizing and orientation • Clear ascenders/descenders • Maintaining joins at speed • Writing across lines accurately • Consistent spacing between words and sentences <p>Letter-join emphasis:</p> <ul style="list-style-type: none"> • Refining tricky joins (e.g. br, pr, vr, fl) • Maintaining legibility during extended writing • Developing personal but legible style <p>Application & Stamina</p> <ul style="list-style-type: none"> • Sustaining legibility in timed tasks • Writing with consistent slant and rhythm • Developing automaticity (no pauses to think about joins) 	<p>Precision & Editing Handwriting</p> <ul style="list-style-type: none"> • Writing neatly at speed in test-style conditions • Maintaining presentation under timed constraints • Paragraphing clearly and consistently • Controlled descenders that sit neatly on lines <p>Letter-join emphasis:</p> <ul style="list-style-type: none"> • Automatic joins in all contexts • Confident personal style that remains fully legible <p>SATs Preparation & Mastery Handwriting</p> <ul style="list-style-type: none"> • Sustained fluency in multi-page writing • Presentation suitable for secondary transition • No loss of legibility under pressure 	<p>Light Consolidation (Pre/Post SATs depending on timing)</p> <ul style="list-style-type: none"> • Maintaining presentation standards • Independent proofreading routines <p>Refinement & Secondary Readiness Handwriting Mastery</p> <ul style="list-style-type: none"> • Developing efficient, mature writing style • Controlled note-taking • Writing quickly without loss of clarity • Adapting style for purpose (formal exam vs quick notes) <p>Bridging to KS3:</p> <ul style="list-style-type: none"> • Independent dictionary use • Editing extended essays • Academic vocabulary development 	



	<ul style="list-style-type: none">• Presentation across subjects (science/history) <p>Letter-join emphasis:</p> <ul style="list-style-type: none">• Speed without loss of clarity• Refining capital letter size in relation to lowercase• Clear differentiation between similar letters (a/o, n/m, r/v)		
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