

# Writing Curriculum Overview



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Key Texts - Colour Monster came to school. The Dot All are welcome	Key Texts - Owl Babies Leaf Man Stick Man Can't you sleep little bear?	Key Texts - The Gruffalo Little Red Riding Hood Goldilocks We're going on a bear hunt.	Key Texts - A busy day for birds Walking through the jungle Rainbow Fish Mad about minibeasts	Key Texts - Jack and the beanstalk Jasper's beanstalk Plant a rainbow Oliver's vegetables	Key Texts - Jack and the beanstalk Jasper's beanstalk Plant a rainbow Oliver's vegetables
Three and Four- year olds (Nursery )	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</li> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Write some or all of their name</li> <li>Write some letters accurately.</li> </ul> <p><u>Physical -</u></p> <ul style="list-style-type: none"> <li>use large-muscle movements to wave flags and streamers, making snips in paper with scissors</li> <li>use comfortable hand grip with good control when holding pens and pencils</li> <li>shows a preference for a dominant hand.</li> </ul> <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> <li>know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Use a wider range of vocabulary</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>Start a conversation with an adult or a friend and continue it for many turns</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>Understand 'why' questions, like: 'why do you think the caterpillar will get so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'</li> <li>Use longer sentences of four to six words.</li> </ul>					
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin <b>Outcome</b> - Oral retelling of the story Draw images and write labels to represent the story	I'm Going to Eat This Ant by Chris Naylor-Ballesteros <b>Outcome</b> - A list of food items for another animal	Naughty Bus by Jan Oke <b>Outcome</b> - Recount of where Naughty Bus has been	The Journey Home by Emma Levey <b>Outcome</b> - Retell/rewrite of the story	Silly Doggy by Adam Stower <b>Outcome</b> - Retell/rewrite of the story	Supertato by Sue Hendra <b>Outcome</b> - A wanted poster for Evil Pea with a character description
	<p><u>Literacy -</u></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</li> <li>Form lower case and capital letters correctly</li> <li>Re-read what they have written to check it makes sense.</li> </ul> <p><u>Physical</u></p> <ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools - pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><u>Communication and Language -</u></p> <ul style="list-style-type: none"> <li>Learn new vocabulary</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some detail</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</li> <li>Use new vocabulary in different contexts</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>Use new vocabulary throughout the day</li> <li>Develop social phrases</li> </ul>					

	<ul style="list-style-type: none"><li>• Connect one idea or action to another using a range of connectives.</li><li>•</li></ul> <p><u>ELG - Writing -</u></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li><li>• Write simple phrases and sentences that can be read by others.</li></ul> <p><u>Physical - Fine Motor</u></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li></ul> <p><u>Communication and Language - Speaking -</u></p> <ul style="list-style-type: none"><li>• Participate in small group. Class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate</li><li>• Express their feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li></ul>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Lost and Found by Oliver Jeffers Outcome - Fiction: Adventure story based on the structure of <i>Lost and Found</i> Greater Depth - Change the setting of the story.</p>	<p>Nibbles by Emma Yarlett Outcome - Recount: Diary entry Greater Depth - Add in further details about other characters' feelings</p>	<p>The Lion Inside by Rachel Bright Outcome - Fiction: Journey based on the structure of <i>The Lion Inside</i> Greater Depth - Change both animals in the story</p>	<p>The Curious Case of the Missing Mammoth by Ellie Hattie Outcome - Fiction: Adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> Greater Depth - Change the setting of the story.</p>	<p>Toys in Space by Mini Grey Outcome - Fiction: fantasy story based on the structure of <i>Toys in Space</i>. Greater Depth - Choose their own toy to write about and change the space creature  Extension - Instructions</p>	<p>Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome - Fiction: Traditional Story based on the structure of <i>Goldilocks and Just the One Bear</i> Greater Depth - Change the animal and the setting of the story  Extension - non-chronological report</p>
	<p>Sentence -</p> <ul style="list-style-type: none"><li>• Combine words to make sentences</li></ul>	<p>Sentence -</p> <ul style="list-style-type: none"><li>• Join words using <i>and</i></li></ul>	<p>Sentence -</p> <ul style="list-style-type: none"><li>• Join words and clauses using <i>and</i></li></ul>	<p>Sentence -</p> <ul style="list-style-type: none"><li>• Join words and clauses using <i>and</i></li></ul>	<p>Sentence -</p> <ul style="list-style-type: none"><li>• Join words and clauses using <i>and</i></li></ul>	<p>Sentence -</p> <ul style="list-style-type: none"><li>• Join words and clauses using <i>and</i></li><li>• Use simple description</li></ul>
	<p>Text -</p>	<p>Text -</p> <ul style="list-style-type: none"><li>• Use plural noun suffixes -s and -es</li><li>• Sequence sentences to form short narratives (link ideas or events by pronoun)</li></ul>	<p>Text -</p> <ul style="list-style-type: none"><li>• Add suffixes to verbs where no change is needed to the root</li><li>• Change the meaning of verbs and adjectives by adding the prefix un-</li></ul>	<p>Text -</p> <ul style="list-style-type: none"><li>• Add suffixes to verbs where no change is needed to the root</li></ul>	<p>Text -</p> <ul style="list-style-type: none"><li>• Add suffixes to verbs where no change is needed to the root</li><li>• Change the meaning of verbs and adjectives by adding the prefix un-</li></ul>	<p>Text -</p> <ul style="list-style-type: none"><li>• Sequence sentences to form short narratives (link ideas or events by pronoun)</li></ul>
	<p>Punctuation -</p> <ul style="list-style-type: none"><li>• Leave spaces between words</li><li>• Begin to sue capital letters and full stops</li><li>• Use a capital letter for names of people and the personal pronoun 'I'</li></ul>	<p>Punctuation -</p> <ul style="list-style-type: none"><li>• Punctuate sentences using a capital letter and full stop</li><li>• Use capital letter for names of people</li></ul>	<p>Punctuation -</p> <ul style="list-style-type: none"><li>• Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks</li></ul>	<p>Punctuation -</p> <ul style="list-style-type: none"><li>• Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks</li></ul>	<p>Punctuation -</p> <ul style="list-style-type: none"><li>• Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks</li></ul>	<p>Punctuation -</p> <ul style="list-style-type: none"><li>• Use a capital letter for places and days of the week</li><li>• Punctuate sentences using a capital letter and full stop, some question marks and exclamation marks</li></ul>
	<p>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</p> <ul style="list-style-type: none"><li>• Spell words containing each of the 40+ phonemes already taught</li><li>• Spell common exception words</li></ul>					

Year 2	Troll Swap by Leigh Hodgkinson Outcome - Fiction: story with focus on characters Greater Depth - story about two independently invented contrasting characters who swap places	The Owl who was Afraid of the Dark by Jill Tomlinson Outcome - Non-chronological report: report about owls Greater Depth - Alter the layout to include own subheadings and extra features	Dragon Machine by Helen Ward Outcome - Fiction: story with adventure focus Greater Depth - story written in 1 <sup>st</sup> person	Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry from point of view of a toy Greater Depth - diary to include the feelings of the other character	The Last Wolf by Mini Grey Outcome - Letter: letter in role as the character persuading to save the trees Greater Depth - real life letter to specific audience e.g. local MP	Grandad's Secret Giant by David Litchfield Outcome - Fiction: story with moral focus Greater Depth - story from the point of view from the giant
	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use subordination (because) and co-ordination (and)</li> <li>Use expanded noun phrases to describe and specify</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use co-ordination (but, or)</li> <li>Add -ly to turn adjectives into adverbs</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Write sentences with different forms: statements, questions, exclamation, command</li> <li>Use subordination (apply <i>because</i>, introduce <i>when</i>)</li> <li>Use present and past tenses correctly and consistently (some progressive)</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently</li> <li>Use the progressive form of verbs in the present and past tense</li> <li>Use subordination (apply <i>because</i>, <i>when</i>; introduce <i>that</i>)</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use subordination (if, that)</li> <li>Add -er and -est to adjectives</li> <li>Use homophones and near homophones</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use present and past tenses correctly and consistently including the progressive form</li> <li>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Use expanded noun phrases to describe and specify</li> <li>Add suffixes to spell longer words (e.g -ment, -ful)</li> </ul>
	<b>Text -</b> <ul style="list-style-type: none"> <li>Plan or sat out loud what is going to be written about</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Write for different purposes</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Read aloud with intonation</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Write down ideas, key words, new vocabulary</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Write down ideas, key words, new vocabulary</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Make simple additions, revisions and corrections</li> </ul>
	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use punctuation correctly - full stops, capital letters</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use commas to separate items in a list</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use punctuation correctly - exclamation marks, question marks</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use punctuation correctly - apostrophes for the possessive (singular)</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use punctuation correctly - apostrophes for contracted forms</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Proof-read to check for errors in spelling, grammar and punctuation</li> </ul>
	<b>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</b> <ul style="list-style-type: none"> <li>Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes</li> <li>Spell common exception words</li> </ul>					
Year 3	Seal Sufer by Michael Foreman Outcome - Recount: letter in role Greater Depth - write a letter from Grandad in the response to one of his Grandson's letters	Winter's Child by Angela McAllister Outcome - Fiction: fantasy story based on fable Greater Depth - Narrative from a different point of view	Stone Age Boy by Satoshi Kitamura Outcome - Fiction: write a story set in the Stone Age Greater Depth - write from POV of a person from the Stone Age	Big Blue Whale by Nicolas Davies Outcome - Persuasion: informative article persuading for the protection of the blue whale Greater Depth - include a factfile about other endangered sea creatures	Journey by Aaron Becker Outcome - Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth - include a new setting route to lead from one place to another	Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth - include a section of a researched Paris landmark
	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use prepositions to express time, place and clause</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use conjunctions and adverbs to express time, place and clause</li> <li>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or a consonant</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Form nouns with a range of prefixes</li> <li>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Build an increasing range of sentence structures</li> <li>Use adverbs to express time, place and clause</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Use present perfect form of verbs in contrast to the past tense</li> <li>Use prepositions, conjunctions and adverbs to express time, place and clause</li> <li>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or consonant</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Build an increasing range of sentence structures</li> <li>Use present and past tenses correctly and consistently including the progressive form and the present perfect form</li> </ul>
	<b>Text -</b> <ul style="list-style-type: none"> <li>Group related ideas into paragraphs</li> <li>Build a varied and rich vocabulary</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>In narratives, create characters, settings and plot</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Build a varied and rich vocabulary</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Assess the effectiveness of own and others' writing (non-fiction)</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>group related ideas into paragraphs</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>in non-narrative material, use simple organisational devices including headings</li> </ul>

				<ul style="list-style-type: none"> <li>Use headings and sub-headings to aid presentation</li> </ul>		and sub-headings to aid presentation.
	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech (introduction)</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use inverted commas to punctuate direct speech (and to show relationship between two characters)</li> </ul>	<b>Punctuation -</b>	<b>Punctuation -</b>	<b>Punctuation -</b>
	<b>Word - Throughout each unit of <i>Pathways to Write</i> there will be opportunity to teach and apply word skills:</b> <ul style="list-style-type: none"> <li>Spell common exception words</li> </ul>					
Year 4	<b>Gorilla by Anthony Browne</b> Outcome - Fiction: fantasy story <b>Greater Depth - re-tell the story from Dad's POV or include speech</b>	<b>Leon and the Place Between by Graham Baker-Smith</b> Outcome - Recount: diary from Leon's POV <b>Greater Depth - Write from different POV</b>	<b>Escape from Pompeii by Christina Balit</b> Outcome - Fiction: historical narrative from the character's POV <b>Greater Depth - write from POV of the captain</b>	<b>When the Giant Stirred by Celia Godkin</b> Outcome - Fiction: adventure story from POV of the boy <b>Greater Depth - write from different POV of the God</b>	<b>Where the Forest Meets the Sea by Jeannie Baker</b> <b>Rainforests in 30seconds by Jen Green</b> Outcome - Information text: information board for a rainforest exhibit <b>Greater Depth - include an interactive element</b>	<b>Blue John by Berlie Doherty</b> Outcome - Letters: letter to a caving enthusiast, including an explanation <b>Greater Depth - include a paragraph of information</b>
	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Use fronted adverbials</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using wider range of conjunctions</li> <li>Use Standard English forms for verb inflections</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Variety of verb forms used correctly and consistently including progressive and the present perfect forms</li> <li>Use Standard English forms of verb inflections</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Build a varied and rich vocabulary</li> <li>Propose changes to grammar and vocabulary to improve consistency</li> </ul>	<b>Sentence -</b> <ul style="list-style-type: none"> <li>Build a rich and varied vocabulary and an increasing range of sentence structures</li> <li>Variety of verb forms used correctly and consistently including the progressive and the present perfect form</li> </ul>
	<b>Text -</b> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme (to organise and sequence more extended narrative structures)</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Build a varied and rich vocabulary</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Use paragraphs to organise information and ideas around a theme</li> </ul>	<b>Text -</b> <ul style="list-style-type: none"> <li>Use paragraphs to organise information around a theme</li> </ul>
	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use commas after fronted adverbials</li> <li>Re-cap: use inverted commas for direct speech (Year 3)</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>The grammatical difference between plural and possessive 's'</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use and punctuate direct speech (using dialogue to show the relationship between characters)</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Use and punctuate direct speech</li> <li>Use commas after fronted adverbials</li> </ul>	<b>Punctuation -</b> <ul style="list-style-type: none"> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>the grammatical difference between plural and possessive 's'</li> </ul>	<b>Punctuation -</b>

Year 5	<p>Queen of the Falls by Chris Van Allsburg Outcome - Recount: series of diary entries Greater Depth - series of diary entries with viewpoint of other characters</p>	<p>The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale Greater Depth - Traditional tale from another character's POV</p>	<p>Arthur and the Golden Rope by Joe Todd - Stanton Outcome - Fiction: myth - create heroes, villains and monsters Greater Depth - vary the viewpoint from which the myth is told</p>	<p>The Darkest Dark by Chris Hadfield Outcome - Recount - Biography Greater Depth - A first-person recount with the experience from the person's life within the biography</p>	<p>The Paperbag Prince by Colin Thompson Outcome - Persuasion/information - hybrid leaflet Greater Depth - write an oral presentation for a tv or radio broadcast as experts</p>	<p>Blue John by Berlie Doherty Outcome - Letters: letter to a caving enthusiast, including an explanation Greater Depth - include a paragraph of information</p>
	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use fronted adverbials</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use expanded noun phrases to convey complicated information concisely</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use expanded noun phrases to convey complicated information concisely</li> <li>use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>variety of verb forms used correctly and consistently including the present perfect</li> <li>recap: extend the range of sentences with more than one clause by using a wider range of conjunctions</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use modal verbs to indicate degrees of possibility</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun</li> <li>use adverbs to indicate degrees of possibility</li> </ul>
	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>Plan writing by identifying the purpose and audience</li> <li>Organise paragraphs around a theme</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>Describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>Link ideas across paragraphs using adverbials</li> <li>Link ideas using tense</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>Use devices to build cohesion within a paragraph</li> <li>Choose the appropriate register</li> <li>Enhance meaning through selecting the appropriate grammar and vocabulary</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>Use a wider range of devices to build cohesion across paragraphs</li> <li>Link ideas using tense choices</li> </ul>
	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"> <li>Commas after fronted adverbials</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to punctuate direct speech</li> </ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"> <li>Use commas to clarify meaning or avoid ambiguity when writing</li> </ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"> <li>Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<p><b>Punctuation -</b></p>
Year 6	<p>Star of Hope, Star of Fear by Jo Hoestandt Outcome - Fiction: flashback story, information text Greater Depth - to write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account</p>	<p>Can we save the tiger? By Martin Jenkins Outcome - Information/explanation/persuasion: hybrid text recount: diary Greater Depth - Write a Newsround TV style story</p>	<p>Selfish Giant by Oscar Wilde Outcome - Fiction: classic narrative Explanation Greater Depth - write the narrative from a different viewpoint</p>	<p>Jemmy Button by Aliz Barzelay Island by Jason Chin Outcome - Recount - journalistic report (hybrid text) Discussion Greater Depth - write a magazine article</p>	<p>Manfish by Jennifer Berne Outcome - Recount - biography Fiction Greater Depth - add in script commentary about role in conservation debate</p>	<p>Sky Chasers by Emma Carrol Outcome - Fiction - adventure story Recount - autobiography Greater Depth - include a section written from the viewpoint of another person</p>
	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use expanded noun phrases to convey complicated information concisely (Year 5)</li> <li>Use passive verbs</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>use passive verbs</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use passive verb forms</li> <li>variety of verb forms used correctly and consistently including the progressive and present perfect forms</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or an omitted relative pronoun (Year 5)</li> </ul>	<p><b>Sentence -</b></p> <ul style="list-style-type: none"> <li>recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> </ul>
	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>link ideas across paragraphs using a wide range of cohesive devices (Year 5)</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>enhance meaning through selecting appropriate grammar and vocabulary</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>distinguish between the language of speech and writing</li> <li>integrate dialogue to convey character and advance the action</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>use a wider range of devices to build cohesion</li> <li>use organisational and presentational devices to structure text</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>use wider range of devices to build cohesion</li> </ul>	<p><b>Text -</b></p> <ul style="list-style-type: none"> <li>identify the audience and purpose for writing</li> <li>choose the appropriate register</li> </ul>

	<ul style="list-style-type: none"><li>integrate dialogue to convey character and advance the action</li></ul>					
	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"><li>Use a colon to introduce a list</li><li>Punctuate bullet points consistently</li></ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"><li>Use a colon to introduce a list</li><li>Use brackets, dashes or commas to indicate parenthesis</li></ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"><li>Use semi-colons to mark boundaries between independent clauses</li><li>Punctuate bullet points consistently</li></ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"><li>Use colon or dashes to mark boundaries between independent clauses</li></ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"><li>Use a colon to introduce a list and semi-colon within lists</li><li>Use hyphens to avoid ambiguity</li></ul>	<p><b>Punctuation -</b></p> <ul style="list-style-type: none"><li>Use semi-colons, colons or dashes to mark boundaries between independent clauses</li></ul>