Yearly whole school overview of writing with text types linked to the reading canon

YR page 1

KS1 pages 2 – 4

LKS2 pages 5 – 8

UKS2 pages 9 – 11

Whole school

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R Examples of texts linked to PKC units for adult read aloud (NB not exhaustive)	**What makes me a Me?** **The Gruffalo** **Here We Are** **The Squirrels who Squabbled** **Funnybones**	**Brave and the Fox** **Shackleton's Journey** **Mr Gumpy's Motor Car** **The Trainride**	**Whatever Next!** **Meet the Planets** **How to Catch a Star**	**The Enormous Turnip** **Oliver's Vegetables / Fruit Salad** **Jasper's Beanstalk** **The Very Hungry Caterpillar** **Once there were Giants** **Owl Babies**	**Paddington at the Palace** **The Queen's Hat** **Katie in London**	**Jack and the Beanstalk** **Prometheus and the Fire** **Aesop Fables – Hare and the Tortoise** **Anansi and the Spider** **George and the Dragon**
PKC Unit	**All About Me**	**Transport**	**Space**	**Growing and Changing**	**Kings and Queens**	**Stories from the Past**
Writing opportunities	**NB as children develop their code knowledge and confidence writing through spelling dictation lessons taught in phonics sessions and discrete handwriting lessons, they may wish to apply this knowledge to their independent writing. Indeed, they should build up to writing simple phrases and sentences that can be read by others by the end of YR. The EYFS framework identifies children should have access to a range of tools for mark making and writing, and staff should encourage children to ask for support when they are spelling words containing code not yet taught rather than guessing. Therefore, it is important that adults are continuously monitoring and checking in with children who may be writing in continuous provision.**					
Year R GPS focus	• Be able to articulate that a sentence needs a subject (someone or something) and a verb (doing or being something). • Use simple sentences accurately in speech. • Identify the difference between statements and questions. • Write a simple sentence with a stop mark (full stop). • Recognise a stop mark (full stop). • Apply learned phonic code when attempting to spell words.			NB in YR writing is taught discretely during the dictation element of SW lessons. Children should apply taught code knowledge. If they are writing a word that they do not have code knowledge for yet, ask them to use the code knowledge for the sound-spelling correspondences they already know and then say, 'In this word, xx is spelt like this.' For the sound-spelling correspondences they don't know, yet. Write the sound-spelling correspondence for the child to copy. It is imperative that children learn to spell words correctly from the outset.		

Y1 **(CYCLE A for mixed year groups)**	**Entertain / inform** **The Gruffalo -** Julia Donaldson – narrative, 3rd person, past tense (Y2 include character, too) **The Brother's Grimm Hansel and Gretel** illustrated by Anthony Browne **–** narrative, 3rd person, past tense (dictation) Instructions to escape the witch (dictation)	**Entertain / Inform** **Coming Home** - Michael Morpurgo Simple narrative of robin's journey 1st person, present tense (Y2 include character descriptions, too, letters for Y2 - dictation)	**Entertain / inform -** **The Tales of Peter Rabbit -** Beatrix Potter **–** recount story (Y1 simple sequencing, Y2 reader's viewpoint letter) Instructions to escape McGreggor's garden (taught) choose other tales as appropriate for class.	**Inform/ entertain** **The Emperor's New Clothes** and **The Little Mermaid** Hans Christian Anderson **–** recount events to form short narratives and setting descriptions (Y2 include character description and simple speech – single character)	**Entertain / inform** **The Jungle Book** – Rudyard Kipling (Ladybird Classics) Setting descriptions (Y2 with simple speech and include character, too) Simple 3rd person narratives - recount stories Linked to DT or other suitable learning – instructions 2nd person, commands (apply)	**Inform / entertain -** **The Jungle Book** – Rudyard Kipling (Ladybird Classics) Simple 3rd person narratives - recount stories. (Y2 simple speech) **Shakespeare: The Tempest** (Orchard books) setting description. **Visual literacy for story overview** **Y2 consolidation of all grammar features for KS1** **Y1 consolidation of simple and compound sentences.**
Poems to perform		**(Twas the Night Before Christmas** – learn to perform)		**(The Owl and the Pussycat** – Edward Lear – learn to perform)		
PKC **simple reports** **NB simple reports in KS1**		**PKC Science** – Human Body Y1 simple dictation using existing code knowledge if mixed year group Y2 write with compound sentences		**PKC geography – The UK** Y1 simple sentences using existing code knowledge if mixed year group Y2 write with compound sentences		**PKC Science: plants** Y1 simple and compound sentences using *and, but, so* existing code knowledge if mixed year group Y2 write with compound sentences, complex sentences with because, if, when commas in a list
Year 1 Writing outcomes	**Narrative** **Instructions**	**Narrative** **Setting description** **Simple report**	**narrative – recount stories** **instructions**	**narrative – recount stories** **narrative – descriptions** **Simple report**	**report: non-chron** **narrative – simple speech, retell story**	**instructions** **narrative – short character description** **letters**
Year 1 GPS focus – core learning to secure	Simple sentences – emphasis on oral rehearsal and dictation. Writing events in past tense. 3rd person. Know a sentence is a complete idea. Identify statements Write commands (dictation)	Simple sentences – emphasis on oral rehearsal and dictation.1st person. Writing events in present tense. Identify fragments orally– subject missing. Know what a noun is recognize plurals. Know what a verb is.	Simple sentences–identify fragments orally – subject or verb missing, identify subject & verb. Recognize verbs and tenses. All sentences begin with capital letter and end with appropriate stop mark.	Identify subject, object & verb – identify main clauses. Only verbs have different tenses. Maintain tense throughout writing. Sentence stems with and, but, so introduced. 2nd person	Identify simple and compound sentences. Not all sentences are simple. Explain what a noun is. Explain what a verb is. Explain coordinating conjunctions 'and' links main clauses.	Separate simple sentences from non-simple sentences. Secure use of capital letters and appropriate stop marks. Secure maintaining tense in a piece of writing. Secure use of and to join two main clauses

KS1 CEW taught through SW	2nd person in instructions (dictation) *Ongoing: capital letter for names or people, places, days of week, months of year and pronoun I.*	Write statements. Write questions. Apostrophes for contraction (exposure)	Secure use of full stops and question marks. 2nd person Apostrophes for possession (taught)	Apostrophes for contraction (exposure) Apostrophes for possession (taught)	Apostrophes for contraction (taught) Apostrophes for possession (taught)	Explain apostrophes for contraction (secure) *Secure use of capital letter for names or people, places, days of week, months of year and pronoun I.* **Y1 consolidation of simple and compound sentences.**
Y2 **(CYCLE B for mixed year groups)**	**Entertain / inform** **Owl Babies** – retell story present tense, setting description (oral for Y1, consolidation for Y2) **Arabian Nights** **Aladdin/Sinbad/Ali Baba** – Usborne Illustrated Arabia – recount extracts past tense & character description **Instructions** (dictation for Y1 apply for Y2 linked to Arabian Nights)	**Inform / Entertain** **A Christmas Carol** – Charles Dickens (Real Reads) pdf version available Narrative with character descriptions, (Y2 setting description, too) (taught) retell extracts in 1st person (simple recount for Y1, letters for Y2)	**Entertain / inform** **Greek Myths** **In the beginning and Pandora's Box, Persephone and the Pomegranate Seeds–** Geraldine McCaughrean (letters) **Narrative: recount** 3rd person retelling of story with character and setting descriptions 1st person letter	**Inform /entertain** **Aesop's Fables: The Wind and the Sun, The Wolf in Sheep's Clothing** simple narratives (Y2 with simple speech – single character & character description) **Linked to DT or other suitable learning – instructions** 2nd person, commands (taught)	**Entertain / inform** **King Arthur** – Andrew Matthews or Tracey Mayhew recount extracts as narrative (Y2 with simple speech) 3rd person narrative Retell story extracts with character descriptions (apply) (speech Y2 dictation and setting description) Letter from Arthur to friends	**Inform /entertain** **King Arthur** – Andrew Matthews Retell extracts (Y2 with simple speech – single character) Instructions – how to dress a knight (apply) **Shakespeare: Twelfth Night** – character description and letter (1 week) **visual literacy for overview of story** **Y2 consolidation of all grammar features for KS1**
poems to perform			**(On the Ning Nang Nong** – Spike Milligan – learn to perform)		**(Duck's Ditty** - Kenneth Grahame Learn to perform)	
PKC **NB simple reports in KS1**		**PKC science Human Body** Y2 dictated sentences – simple and compound (*and, but, so*) If mixed year groups, Y1 dictated sentences using existing code knowledge – simple sentences	**Non-chronological report: Romans** Y2 write with compound sentences if mixed year group: Y1 simple sentences using existing code knowledge		**Non-chronological report: The Tudors** Y2 write with compound sentences, complex sentences with because, if, when commas in a list if mixed year group Y1 simple and compound sentences using *and, but, so* existing code knowledge	
Year 2 Writing outcomes	**narrative – 1st person** **narrative - description** **instructions – 2nd person**	**narrative recount** **– 1st & 3rd person** **letters** **simple report**	**narrative – 1st and 3rd person** **- description** **report: non chron**	**narrative – description & simple speech** **instructions**	**narrative – simple speech, retell story** **report: non-chron**	**narrative - description** **instructions** **letters**

Year 2 GPS focus – core learning to secure KS1 CEW taught through SW	Identify and explain a main clause. Simple and compound sentences using and, but, so. Consistent tense in writing. Identify and write commands. 2nd person	Identify present and past progressive Identify speech in sentences. Identify commas in lists – noun phrases. Identify exclamations. Identify apostrophes for possession.	Complex sentences using because, if, when (exposure). Identify main and subordinate clause. Identify speech in sentences. Use exclamations. Use commas in lists – noun phrases. Apostrophes for contraction	Simple, compound, and complex sentences. Identify speech in sentences. Write speech by a single character. Use present and past progressive	Identify commas in lists and explain their purpose. Explain if a comma has replaced 'and' or 'or'. Use apostrophes for possession.	Explain why exclamation marks have been use. Explain apostrophes for possession. **Secure all grammar taught across KS1**
Y1	**Sentence level** (NB see KLI for full coverage)			**Text type**	**Narrative focus**	**Punctuation**
	Simple sentences – subject, object, verb Co-ordinating conjunctions: *and, but, so* Compound sentences with *and, but, so*			Simple narrative Simple instructions Simple report	Setting descriptions	apostrophes for contraction
Y2	**Sentence level** (NB see KLI for full coverage)			**Text type**	**Narrative focus**	**Punctuation**
	Compound sentences with *and, but, so* Complex sentences with *because, if, when* Consistent tense: simple present and past, progressive / continuous present and past Inverted commas for speech – single character apostrophes – singular and exposure to plurals commas in lists			Simple narrative Simple instructions Simple report Simple letter	Setting descriptions Character descriptions	apostrophes for possession singular (secure) plural (exposure)

Y3 **(CYCLE A for mixed year groups)**	**Entertain/ inform** **Recount – 3rd person biography** of Clive King (**dictation** – see progression in non-fiction for elements) **Stig of the Dump** – Clive King (Focus on speech punctuation in reading lessons) **Setting & character description**, 1st & 3rd person narrative	**Inform / entertain** **Stig of the Dump** – Clive King **Narrative** – chapter ending with dialogue Speech punctuation- dialogue (dictation) **Letter** from Barney to Stig when he goes missing	**Entertain / inform** **The Firework Maker's Daughter** (Philip Pullman) - Recount – 3rd person **biography** of Philip Pullman (taught) **instructions**: how to wash an elephant (adverbial phrases) **narrative recount** extracts with speech punctuation (taught) carries over the half term	**Inform / Entertain** **The Firework Maker's Daughter** (Philip Pullman) – Narrative recount: character descriptions, 1st & 3rd person narrative contd. from spring 1 **Letter** to father recounting part of story **(Ice Trap –** Meredith Hooper read in reading lessons).	**Entertain / inform** Recount – 3rd person **biography** of Michael Morpurgo (**apply**) **Beowulf** – Michael Morpurgo (Anglo Saxons) **Recount** battle scene Retell stories 1st & 3rd person with speech punctuation (apply)	**Entertain / inform/ discuss** **Beowulf** – Michael Morpurgo **Short story** from character's perspective based on Beowulf **Shakespeare: Richard III** (Orchard books then Marcia Williams for quotes) – 1st person narrative letters) **Visual literacy – to support story structure.** Learn quotes – introduction to playscripts.
poems to perform		(**Jabberwocky** – by Lewis Carroll Learn to perform)		**(Jim – A Cautionary Tale** – Hillarie Belloc Learn to perform)		
PKC **NB reports with explanation element in LKS2**		**Science** explanation text - human body – digestive system Dictation compound and complex, secure, open sentences with adverbial phrases		**History: Anglo Saxons People** Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because) If mixed year group Y4: structuring in paragraphs using (SPO)		**Geography – Western Europe – explanation text** Compound sentences using full range of coordinating conjunctions. Independent use of prepositional and adverbial phrases. Complex sentences (when, before, while) writing expanded noun phrases independently, commas in a list, apostrophes for possession and contractions. If mixed year group Y4 controlled use of GPS detailed above
Year 3 Writing outcomes	**recount – biography (dictation)** **narrative – 1st & 3rd person**	**narrative – 1st & 3rd person with simple speech** **Letter** **explanation text (dictation)**	**recount – biography (taught)** **instructions**	**Narrative – character & setting descriptions** **letter – 1st person** **explanation text (taught)**	**Biography (apply)** **Narrative – plot points organized into paragraphs** **explanation text (apply)**	**Narrative – short story** **Intro to playscripts`**

	narrative with setting and character description		**narrative – character descriptions & simple dialogue**			
Year 3 GPS focus – core learning to secure LKS2 words and spellings taught through SW	Compound sentences with coordinating conjunctions Identify dialogue between two characters. Teach expanded noun phrases. Identify sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Identify a phrase. Write speech for a single character. Reporting tag at the end of sentences for speech.	Write dialogue between two characters (dictation - inverted commas, opening and closing punctuation). Write sentences which open with an adverbial phrase. Know the difference between a phrase and clause. Write expanded noun phrases. Recognise comma splices between main clauses. Identify rhetorical questions Introduce use of apostrophes for possessive singular and plural and apostrophes for contraction.	Write dialogue between two characters (taught – inverted commas, opening and closing punctuation) Write sentences which open with a preposition that include WHEN an event occurred. Use complex sentences with conjunctions: when, before, while, so because. Rhetorical questions Awareness of relative pronouns who, whom, which, whose, that. **NB relative clauses taught in UKS2. (Not core learning.** Introduce present and past progressive (continuous) tense Review and secure use of apostrophes for possessive singular and plural and apostrophes for contraction.	Identify and explain a complex sentence. Write expanded noun phrases accurately. Awareness of relative pronouns who, whom, which, whose, that. Organise writing using complex sentences with conjunctions: when, before, while, so that, because. Review present and past progressive (continuous) tense.	Write dialogue between two characters (apply – inverted commas, opening and closing punctuation) Maintain consistent tense in whole piece of writing – simple present and past, Secure present & past progressive (continuous) Present and past perfect.	Identify and use rhetorical questions accurately. Use one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Use present and past progressive tense (continuous) Use present and past perfect
Y4 **(CYCLE B for mixed year groups)**	Entertain / inform **Oliver Twist** – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter) **Recount: Biography** of Charles Dickens (taught) If mixed year group Y3: Dictation **Narrative with dialogue** (retell extracts) Full speech punctuation-dialogue (taught)	**Entertain / inform / discuss** **Oliver Twist** – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter) **Recount**: Retelling story extracts (Y4 from an alternative perspective) **Letter**: Fagin to Oliver from prison repenting	**Entertain / inform** **Recount: biography** of Gillian Cross **The Wooden Horse (Iliad)** Gillian Cross (Marcia Williams for original quotes, Focus on speech punctuation in reading lessons **Setting & character description**, 1st & 3rd person narrative	**Inform / Entertain** **Odyssey** Geraldine McCaughrean and Emma Chichester **Narrative** – chapter ending with dialogue Speech punctuation- dialogue (dictation) **Letter** from Odysseus to Penelope recounting (some) adventures	**Entertain / inform** **The Miraculous Journey of Edward Tulane** by Kate DiCamillo **Recount: biography** of Kate DiCamillo (apply) **Character descriptions, setting descriptions**	**Entertain / inform/ discuss** **The Miraculous Journey of Edward Tulane** by Kate DiCamillo **Short story :** endings with suggestion beyond resolution with dialogue **Shakespeare Julius Caesar -** Narrative and speech (Andrew Matthews, then Marcia Williams for quotes) **visual literacy for story outline**.

poems to perform		**Crying, my little one, footsore and weary –** by Christina Rossetti Learn to perform		**The Tyger** – William Blake Learn to perform		
PKC **NB reports with explanation element in LKS2**		**History Report (non-chron):** The Legacy of the ancient Greeks Independent writing – not dictated If mixed year group Y3, Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases		**Geography-Describing Eastern Europe (Human and Physical)** structuring in paragraphs using (SPO) If mixed year group Y3: Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because)		**Science Explanation text: Sound** Controlled use of GPS detailed below If mixed year group Y3 Compound sentences using full range of coordinating conjunctions. Independent use of prepositional and adverbial phrases. Complex sentences (when, before, while) writing expanded noun phrases independently
Year 4 Writing outcomes	**recount – biography (dictation)** **narrative – 1st & 3rd person narrative with setting and character description**	**narrative – 1st and 3rd person (see GPS focus)** **report: non chron**	**Recount** – biography (taught) **Narrative** character descriptions with dialogue (full speech punctuation) **Recount** – letter (see GPS focus)	**3rd person narrative** short story with formal and informal language **1st person narrative letter (formal / informal taught)** **explanation text**	**recount** - biography (apply **short story extracts** with full speech punctuation and secure paragraphing **explanation**	**narrative –** story ending with suggestion beyond resolution. **intro to playscripts** **explanation**
Year 4 GPS focus – core learning to secure LKS2 words and spellings taught through SW	Explain effective dialogue between two characters Use sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Review expanded noun phrases	Write dialogue between two characters (dictation narration tag at beginning / end / middle) Write sentences that open with an adverbial, phrase, present participle .	Write dialogue between two characters (taught reporting clause at beginning / end / middle) Identify when to begin a new paragraph time, place, subject, dialogue Write sentences that open with a preposition WHEN / WHERE an event happened Write complex sentences with varied prepositional and adverbial openings. Identify embedded clauses. Identify relative pronouns who, whom, which, whose, that.	Controlled use of expanded noun phrases. Organise ideas into paragraphs by time, place, subject, dialogue. Controlled use of apostrophes for possessive singular and plural and apostrophes for contraction. Recognise and correct comma splices between main clauses.	Write dialogue between two characters (reporting clause at beginning / end / middle) Maintain consistent tense in whole piece of writing – simple present and past, present & past progressive (continuous) and present and past perfect. **SCHOOLS TO MAP THIS** X use comma after present participle opener (ing)	Secure all grammar for LKS2 Use more than one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Secure use of present and past perfect **NB SCHOOLS TO MAP WHERE TO COVER THESE.** use comma after present participle opener (ing)

Y3	**Sentence level** (NB see KLI for full coverage)	**Text type**	**Narrative focus**	**Punctuation**
	Compound sentences with and, or, but, yet, so conjunctions Sentences that open with adverbial / prepositional phrase. Organise ideas Identify when to begin a new paragraph Know the difference between a phrase and clause. Identify and explain complex sentence. Consistent tense: simple present & past, present & past progressive (continuous) & present & perfect. Simple dialogue.	recount – biography recount - letters narrative – 1st and 3rd person explanation (builds from reports) intro to playscripts	dialogue speech punctuation	inverted commas for speech apostrophes for possession – singular and plural commas after fronted adverbial
Y4	**Sentence level** (NB see KLI for full coverage)	**Text Type**	**Narrative focus**	**Punctuation**
	Secure use of adverbial and prepositional phrases at the beginning of sentences. Identify when to begin a new paragraph. Explain when to begin a new paragraph. Organise ideas in to paragraphs according to time, place, subject, dialogue. Identify expanded noun phrases that contain a relative pronoun Secure consistent tense: simple present and past, present and past progressive (continuous) and present and perfect. Secure dialogue	recount – biography recount - letters narrative – 1st and 3rd person explanation playscripts	dialogue integrated in narrative. secure speech punctuation	full speech punctuation identify and correct comma splices use comma after present participle opener (ing)

Y5 **(CYCLE A for mixed year groups)**	**Entertain / inform/ discuss** **Skellig –** David Almond **Recount: biography** of David Almond **Recount: narrative** extracts with dialogue (Character descriptions and analysis in reading lessons to use in balanced argument.)	**Inform / discuss** **Skellig –** David Almond **Discussion: balanced argument** (taught) - use learning from character descriptions	**Entertain /inform** **The Boy in the Tower** – Polly Ho Yen recount: biography of Lois Lowry / Polly Ho Yen narratives – 1st and 3rd person	**Entertain / inform / discuss** **The Boy in the Tower** – Polly Ho Yen narrative from different viewpoints recounting events **short story**	**Entertain / inform / discuss** **The Lion, the Witch and the Wardrobe –** C.S. Lewis **Recount: biography** of C.S. Lewis (Character descriptions and analysis in reading lessons – changing perspectives to use in balanced argument.) **Recount: narrative** from different viewpoints recounting events – short story.	**Entertain / Discuss /** **The Lion, the Witch and the Wardrobe –** C.S. Lewis **Discussion: balanced argument** (taught) Edmund – good or bad? – use learning from character descriptions **Entertain / Inform / Discuss** **Macbeth** –William Shakespeare/ Andrew Matthews (Act IV, Scene I The Three Weird Sisters – Shakespeare Learn to perform)
poems to perform		**The Listeners -** by Walter de la Mare		**The Schoolboy** – William Blake Learn to perform)		
PKC **NB reports with discussion element in UKS2**		**History report: Baghdad** Dictated passive and active voice. Dictated use of punctuation around embedded clauses. [If mixed, Y6 independently write multi-clause compound sentences.]		**Geography Discussion essay:** The landscape of England is very similar. Do you agree? Applying relative clauses. Use punctuation around embedded clauses. [If mixed, Y6 use subjunctive form for opinion.]	**History**: Victorian achievements for mixed year groups Controlled use of relative clauses and punctuation around embedded clauses. [If mixed, Y6 secure all KS2 GPS.]	**History:** Slave Trade for single year groups Controlled use of relative clauses and punctuation around embedded clauses. [If mixed, Y6 secure all KS2 GPS.]
Year 5 Writing outcomes	recount: biography narrative with dialogue	discussion: balanced argument (dictation) report: (history)	recount: biography discussion: balanced argument (taught) recount: narrative with viewpoint – short story	recount: narrative with viewpoint – short story discussion essay (geography/history)	• essay (history) • recount: biography • discussion: balanced argument • narrative with dialogue build up to own story • playscripts & dialogue	
Year 5	Securing speech punctuation with narrative tags at beginning, middle and end.	Identify passive voice Identify active voice	Identify passive voice Explain active voice	Identify subjunctive (conditional only) Use modal verbs	Use passive voice Use conditional subjunctive Modal verbs	Use conditional subjunctive

GPS focus – core learning to secure UKS2 words and spellings taught through SW	Identify relative clauses (dictation) Identify punctuation around embedded clauses (dictation) Identify passive voice Identify active voice	Identify formal and informal language	Use formal and informal language Identify modal verbs Use relative clauses (taught) Use punctuation around embedded clauses (taught) Adverbials (when, where, why, how, open with adverb)	Identify bias and opinion. Use relative clauses and punctation around embedded clauses (apply)	Controlled use of speech punctuation – including split speech. Subordinate clause structures Use of semi-colons and dashes	Controlled use of relative clauses and punctuation around embedded clauses
Y6 **(CYCLE B for mixed year groups)**	**Discuss / Inform / Entertain** Dystopian novel recount: biography of Ross Welford **The 1,000 year-old-boy –** Ross Welford narrative extracts with dialogue character descriptions discussion: balanced argument - (dictation)	**Inform / Discuss / Persuade** **The 1,000 year-old-boy –** Ross Welford character descriptions 1st person narrative – (perspectives)	**Entertain / inform** **Journey to the River sea –** Eva Ibbotson **Recount: biography** of Eva Ibbotson **Chapter summaries** (part of reading lessons) **Recount: letter** from Maia to friend describing her journey along the Amazon River (informal tone, descriptive vocabulary) **Recount: narrative** – Miss Minton's journey – begin and continue over half term	**Entertain / Discuss / Inform** **Journey to the River sea –** Eva Ibbotson **Narrative** – Miss Minton's journey **Discussion: book review**	**Explain / Inform/ Entertain** report: Life and times of George Orwell **Animal Farm** – George Orwell chapter summaries (part of reading lessons) Securing GPS.	**Discuss / Entertain/ Inform** **Animal Farm** – George Orwell narrative: diary entry/ies from character/s. analysis essay & book review **Romeo and Juliet – Shakespeare** / Andrew Matthews Learn prologue to perform Visual literacy
Poems to perform (Reading Lessons)		WWI poets – Rupert Brook, Siegfried Sassoon, Wilfred Owen schools to choose		**(I wandered lonely as a cloud** – Wordsworth learn to perform.)		
PKC **NB reports with discussion element in UKS2**		**Science Explanation text: How the circulatory system works**		**Geography: North America is a large and diverse continent. Explain why a geographer might say this.** Use subjunctive form for opinion. If mixed, Y5 applying relative clauses. Use punctuation around embedded clauses.		**History report: WWII** Secure use of KS2 GPS If mixed, Y5 controlled use of relative clauses and punctuation around embedded clauses
Year 6 Writing outcomes	recount: biography narrative with dialogue (formal and informal tone)	1st person narrative persuasion: letter explanation text (science)	recount: biography 1st & 3rd person narrative	narrative with viewpoint – short story	recount: biography report: discussion Cold War (history)	narrative discussion – analysis essay report: book review

	discussion: balanced argument (formal) – continues next half term.		dialogue and characters' perspectives (more than one) report discussion from history unit	report: discussion from geography unit		play scripts
Year 6 GPS focus – core learning to secure Secure all UKS2 words and spellings taught through SW	Review direct speech with reporting clause at beginning, embedded and end. Complex sentences that open with an adverbial phrase. Write sentences which open with a subordinate clause. Identify and write sentences which use a relative clause. Secure punctuation around embedded clauses Identify and write simple sentences to **enhance the mood** and/or **add emphasis**	Secure multi-clause sentences and associated punctuation: *Identify and write multi-clause compound sentences joined with* ***two different co-ordinating conjunctions*** *Identify and write multi-clause complex sentences joined with* ***two different subordinating conjunctions*** *Identify and write multi-clause complex sentences joined with* ***one subordinating conjunction and one co-ordinating conjunction*** *Identify and write a* ***combination*** *of sentence types to avoid repetition* Use active and passive voice Modal verbs	Subjunctive – opinion, belief, purpose, intention, desire (taught) Complex sentences that are extended using conjunctions to include two or more main clauses (taught). Identify a dash and explain its function. Use a dash in writing (taught). Identify where a semi-colon, colon and dash are used to mark main clauses. Mark the boundary between main clauses using semi-colon, colon and dash (taught).	Subjunctive – opinion, belief, purpose, intention, desire (apply) Complex sentences that are extended using conjunctions to include two or more main clauses (apply). Identify a dash and explain its function. Use a dash in writing (apply). Identify where a semi-colon, colon and dash are used to mark main clauses. Mark the boundary between main clauses using semi-colon, colon and dash (taught).	Secure all KS2 grammar, punctuation and spelling Reported speech (apply)	Secure all KS2 grammar, punctuation and spelling
Y5	**Sentence level** (NB see KLI for full coverage)			**Text type**	**Narrative focus**	**Punctuation**
	Sentences that open with subordinate clauses. Sentences containing relative clauses. Sentences that open with adverbials indicating, when, where, how and why events occurred. Sentences that contain phrases. Identify and explain when to use modal verbs. Secure tense use: simple, progressive / continuous and perfect forms. Use subjunctive form for conditional sentences.			recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	formal and informal tone beginning to use passive voice subjunctive form – conditional more than one viewpoint dialogue integrated in narrative	semi colons to separate phrases in a list colon to introduce a list use brackets, commas, dashes for parenthesis
Y6	**Sentence level** (NB see KLI for full coverage)			**Text Type**	**Narrative focus**	**Punctuation**
	Complex sentences with more than two main clauses. Use reported speech Use subjunctive form for sentences that include opinion, belief, purpose, intention or desire. Identify and explain how hyphens can be used to avoid ambiguity. Mark the boundary between independent clauses using semi-colon, colon and dashes			recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	formal and informal tone controlled use of passive voice subjunctive form – controlled use of dialogue in narrative	semi colons to join two main clauses colon to give additional information controlled use of brackets, commas, dashes for parenthesis