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Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	**Summer 1** Minibeasts	**Summer 2** Journeys and Transport
	The Friendship Bench **Amazing** **Outcome –** label, list, caption, sentence **Mastery keys** Write name correctly Use correct letter formation Use some print and letter knowledge in early writing Begin to form some lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs, initial sounds, VC, CVC words Write labels and lists with application of phonics Begin to write captions and simple sentences focusing on oral rehearsal, vocabulary, application of phonics – GPC / spelling some common exception words With support begin to re-read what they have written	**The Little Red Hen** **The Lief Thief** **Outcome –** label, list, caption, sentence **Mastery keys** Write name correctly Use correct letter formation Use some print and letter knowledge in early writing Begin to form some lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs, initial sounds, VC, CVC words Write labels and lists with application of phonics Begin to write captions and simple sentences focusing on oral rehearsal, vocabulary, application of phonics – GPC / spelling some common exception words With support begin to re-read what they have written	**Hello Penguin** **The Elephant's Umbrella** **Outcome –** captions / phrases and write some simple sentences **Mastery keys** Form most lower-case and some capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs, VC words, simple CVC words, CVC words with digraphs Write captions / phrases and write some simple sentences including oral rehearsal, vocabulary, application of phonics – GPC / spelling some common exception words, capital letter, word spacing, full stop Begin to write some fiction and non-fiction captions / sentences and read back what they have written	**Jack and the Beanstalk** **Seed to Plant** **Outcome –** captions / phrases and write some simple sentences **Mastery keys** Form most lower-case and some capital letter correctly Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs, VC words, simple CVC words, CVC words with digraphs Write captions / phrases and write some simple sentences including oral rehearsal, vocabulary, application of phonics – GPC / spelling some common exception words, capital letter, word spacing, full stop Begin to write some fiction and non-fiction captions / sentences and read back what they have written	**The Wooley Bear Caterpillar** **Things with Wings** **Outcome –** Write a sentence **Mastery keys** Form lower-case and some capital letter correctly Spell CVC words, including with taught digraphs / trigraphs, taught common exception words Write a sentence with capital letter, word spacing, full stop Begin to compose a sequence of 2-3 simple sentences Re-read what has been written to make sure it makes sense	**Somebody Swallowed Stanley** **Naughty Bus** **Outcome –** Write a sentence **Mastery keys** Form lower-case and some capital letter correctly Spell CVC words, including with taught digraphs / trigraphs, taught common exception words Write a sentence with capital letter, word spacing, full stop Begin to compose a sequence of 2-3 simple sentences Re-read what has been written to make sure it makes sense

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Year group	Autumn term		Spring term		Summer term	
Year 1 NC	• Write simple sentences dictated by the teacher • Form lower-case and capital letters correctly • Spell words using taught phonics • Use finger spaces • Join ideas with "and" • Use capital letters, full stops, question marks, exclamation marks					
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	EY2P transition unit – Bumble Bear and National Geographic Bees **Outcome –** write sentences **Mastery keys** Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	**Nibbles: The Book Monster by Emma Yarlett** **Outcome** - Recount: diary entry **Mastery keys** Use plural noun suffixes -s and -es Join words using *and* Sequence sentences (link ideas or events by pronoun) Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	**Lion Inside by Rachel Bright** **Outcome** - Fiction: journey story based on the structure of the text **Mastery keys** Add suffixes where no change is needed to the root of the word e.g. -ed, - ing, -er, -est Some accurate use of the prefix	**The curious case of the missing mammoth by Ellie Hattie** **Outcome** - Fiction: adventure story based on the structure of the text **Mastery keys** Add suffixes where no change is needed to the root of the word e.g. -ed, - ing, -er, -est Join words and clauses using *and* Punctuate	**Toys in Space by Mini Grey** **Outcome** - Fiction: fantasy story based on the structure of the text, diary **Mastery keys** Add suffixes where no change is needed to the root of the word e.g. -ed, - ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un- Join words and clauses using *and* Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Goldilocks and Just the One Bear by Leigh Hodgkinson** **Outcome** - Fiction: traditional story based on the structure of the text **Mastery keys** Join words and clauses using *and* Use simple description Sequence sentences to form short narratives (link ideas or events by pronouns) Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop,

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			un- Join words and clauses using *and* Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	sentences using a capital letter and a full stop, question mark or exclamation mark		question mark or exclamation mark
Year 2 NC	• Write longer, coherent sentences • Use present and past tense consistently • Use subordination and coordination (because, when, if, but, and, or) • Form letters correctly and begin developing joined handwriting Spell using common suffixes (-ed, -ing, -er, -est) • Use commas in lists and apostrophes for possession and contractions					
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson **Outcome** - Fiction: focus on characters **Mastery keys**	**The Owl who was afraid of the dark by Jill Tomlinson Outcome** – Information text **Mastery keys** Add -ly to turn adjectives into adverbs	**Dragon Machine by Helen Ward** **Outcome** - Fiction: adventure focus **Mastery keys** Write sentences with different forms: statement,	**Major Glad, Major Dizzy by Jan Oke** **Outcome** - Recount: diary entry **Mastery keys**	**The Last Wolf by Mini Grey** **Outcome** - Letter: letter in role **Mastery keys** Add -er and -est to adjectives	**Grandad's Secret Giant by David Litchfield** **Outcome** - Fiction: moral focus **Mastery keys** Add suffixes to spell longer words (e.g -ment,- ful)

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	Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify Use punctuation correctly - full stops, capital letters	Use co-ordination (but, or) Use commas to separate items in a list	question, exclamation, command Use subordination (apply *because*, introduce *when*) Use present and past tenses correctly and consistently (some progressive) Use punctuation correctly - exclamation marks, question marks	Use subordination (apply *because, when*; introduce *that*) Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use punctuation correctly – introduce apostrophe for the possessive (singular)	Use homophones and near homophones Use subordination (*if, that*) Use punctuation correctly – apostrophes for contracted forms	Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify Use present and past tenses correctly and consistently including the progressive form
Tear 3 NC	• Start writing clear paragraphs around a theme • Use conjunctions, adverbs, and prepositions to express time, place, cause • Use progressively joined handwriting • Use inverted commas for direct speech • Spell more complex words, prefixes, and suffixes					

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3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Coming to England by Floella Benjamin **Outcome** - Recount: letter in role **Mastery Keys** Use prepositions to express time, place and cause. Group related ideas into paragraphs *Build a varied and rich vocabulary* Introduce inverted commas to punctuate direct speech	**Winter's Child by Graham Baker-Smith** **Outcome** - Fiction: fantasy story **Mastery Keys** Use a or an according to whether the next word begins with a vowel or consonant Use conjunctions and adverbs to express, time, place and cause In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech	**Stone Age Boy by Satoshi Kitamura** **Outcome** - Fiction: historical narrative **Mastery Keys** Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary* Use inverted commas to punctuate direct speech	**Big Blue Whale by Nicola Davies** **Outcome** - Persuasion: information text **Mastery Keys** Build an increasing range of sentence structures Use adverbs to express time, place and cause Use headings and sub-headings to aid presentation *Assess the effectiveness of own and others' writing*	**Journey by Aaron Becker** **Outcome** - Fiction: adventure story **Mastery Keys** Use a or an according to whether the next word begins with a vowel or consonant Use prepositions, conjunctions and adverbs to express time, place and cause Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	**Zeraffa Giraffa by Dianne Hofmeyr** **Outcome** - Persuasion: tourism leaflet **Mastery Keys** Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
Year 4 NC	• Organise writing into paragraphs with logical structure • Use expanded noun phrases and fronted adverbials • Use inverted commas and speech punctuation • Maintain joined handwriting • Spell words from statutory word lists for Y3/4					

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4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne **Outcome** - Fiction: fantasy story	**Leon and the Place Between by Graham Baker-Smith** **Outcome** - Recount: diary	**Escape from Pompeii by Christina Balit** **Outcome** - Fiction: historical narrative	**When the Giant stirred by Celia Godkin** **Outcome** - Fiction: adventure story	**Where the Forest Meets the Sea by Jeannie Baker & Rainforest in 30 seconds**	**Blue John by Berlie Doherty** **Outcome** -Explanation letter in role

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	Mastery Keys Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use commas after fronted adverbials Recap: Use inverted commas for direct speech	**Mastery Keys** Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's' Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although *Build a varied and rich vocabulary* Indicate possession by using the possessive apostrophe with plural nouns	**Mastery Keys** Use Standard English forms for verb inflections Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use and punctuate direct speech (using dialogue to show the relationship between characters)	**Mastery Keys** Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	**Outcome** – Information text **Mastery Keys** Recognise the grammatical difference between plural and possessive 's' *Build a varied and rich vocabulary* Organise paragraphs around a theme *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* Indicate possession by using the possessive apostrophe with plural nouns.	**Mastery Keys** Build a rich and varied vocabulary and an increasing range of sentence structures Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms Use paragraphs to organise information and ideas around a theme
Year 5 NC	• Write with increasing detail, viewpoint, and controlled structure • Use modal verbs and adverbs to show possibility • Use relative clauses beginning with who, which, where, when, whose, that • Use a wider range of cohesive devices (adverbials, repetition, pronouns) • Use brackets, dashes, or commas for parenthesis					

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	• Spell words from Y5/6 lists and use hyphens where necessary					
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg **Outcome** - Recount: series of diary entries **Mastery Keys** Use a variety of verb forms correctly and consistently Use commas to clarify meaning or avoid ambiguity Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis	**The Lost Happy Endings by Carol Ann Duffy** **Outcome** - Fiction: traditional tale **Mastery Keys** Use relative clauses with who, which, where, when. whose , that or an omitted relative pronoun Use expanded noun phrases to convey complicated information concisely	**Arthur and the Golden Rope by Joe Todd-Stanton** **Outcome** - Fiction: myth **Mastery Keys** Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	**The Darkest Dark by Chris Hadfield** **Outcome** - Recount: formal biography **Mastery Keys** *Identify the audience for and purpose of writing* Organise paragraphs around a theme with a focus on more complex narrative structures Link ideas across paragraphs using adverbials	**The Paperbag Prince by Colin Thompson** **Outcome** - Persuasion/ information: hybrid leaflet **Mastery Keys** Use modal verbs to indicate degrees of possibility Use devices to build cohesion within a paragraph *Choose the appropriate register* *Enhance meaning through selecting appropriate grammar and vocabulary*	**The Hunter by Paul Geraghty** **Outcome** – Adventure story **Mastery Keys** *Describe settings, characters and atmosphere* Use adverbs to indicate degrees of possibility Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices

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	Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	Integrate dialogue to convey character and advance the action Use inverted commas and other speech punctuation to punctuate direct speech	Link ideas across paragraphs using adverbials Use commas to clarify meaning or avoid ambiguity in writing	Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Use brackets, dashes or commas to indicate parenthesis	
Year 6 NC	• Write effectively for a range of purposes and audiences • Use formal and informal language appropriately • Use the passive voice and varied clause structures • Use colons, semi-colons, and dashes between independent clauses • Use expanded cohesive devices across paragraphs • Spell most words correctly, including all statutory lists • Maintain fluent, legible, joined handwriting					

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6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt **Outcome** – Fiction: flashback story **Mastery Keys** Use expanded noun phrases to convey complicated information concisely Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices *Integrate dialogue to convey character and advance the action* Punctuate bullet points consistently	**Can we save the Tiger** **Outcome** – Information/ persuasion/explanation: hybrid text & Recount: diary **Mastery Keys** Use modal verbs or adverbs to indicate degrees of possibility (Y5) *Enhance meaning through selecting appropriate grammar and vocabulary* Use brackets, dashes or commas to indicate parenthesis (Y5)	**Selfish Giant by Oscar Wilde and Ritva Voutila** **Outcome** – Fiction: classic narrative **Mastery Keys** Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs *Distinguish between the language of speech and writing* *Integrate dialogue to convey character and advance the action* Use semi-colons to mark boundaries between independent clauses	**The Island by Jason Chin** **Jemmy Button by Alix Barzelay** **Outcome** – Recount: journalistic writing **Mastery Keys** Use passive verbs Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms) Use colons or dashes to mark boundaries between independent clauses	**Manfish by Jennifer Berne** **Outcome-** Recount: biography & Fiction: adventure story **Mastery keys** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use a wider range of devices to build cohesion Use a colon to introduce a list and use semi-colons within lists Use hyphens to avoid ambiguity	**Sky Chasers by Emma Carroll** **Outcome** – Fiction: adventure story with multiple narrators **Mastery Keys** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms *Identify the audience for and purpose of writing* *Choose the appropriate register* Use semi-colons, colons or dashes to mark boundaries between independent clauses

Start – do the first write session – plan together and give input if needed, share the success criteria with the children from the year before or the unit before

Move to session 3 if children have got the gateways. If not, plan in isolated sessions to cover gaps before beginning session 3