

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

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	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, 3 rd person, past tense (Y2 include character, too) The Brother’s Grimm Hansel and Gretel illustrated by Anthony Browne – narrative, 3 rd person, past tense (dictation) Instructions to escape the witch (dictation)	Entertain / Inform Coming Home - Michael Morpurgo Simple narrative of robin’s journey 1 st 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 3 rd person narratives - recount stories Linked to DT or other suitable learning – instructions 2 nd person, commands (apply)	Inform / entertain - The Jungle Book – Rudyard Kipling (Ladybird Classics) Simple 3 rd person narratives - recount stories. (Y2 simple speech) Shakespeare: The Tempest (Orchard books) setting description. Visual literacy 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 (letter Y2) instructions	narrative – recount stories narrative – descriptions Simple report	narrative – recount stories narrative – descriptions Instructions	narrative – recount stories narrative – descriptions simple report
Year 1 GPS focus – core learning to secure KS1 CEW taught through SW	Simple sentences – emphasis on oral rehearsal and dictation. Writing events in past tense. 3 rd person. Know a sentence is a complete idea. Identify statements and questions. Write commands (dictation) 2 nd person in instructions (dictation) <i>Ongoing: capital letter for names or people, places, days of week, months of year and pronoun I.</i>	Simple sentences – emphasis on oral rehearsal and dictation. 1 st person. Writing events in present tense. Identify fragments orally– subject missing. Know what a noun is recognize plurals. Know what a verb is. Write statements. Write questions. Apostrophes for contraction (exposure)	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. Secure use of full stops and question marks. 2 nd person Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Identify subject, object & verb – identify main clauses. Only verbs have different tenses. Maintain tense throughout writing. Sentence stems with and, but, so introduced. 2 nd person Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Identify simple and compound sentences. Not all sentences are simple. Explain what a noun is. Explain what a verb is. Explain that coordinating conjunctions ‘and’ links main clauses. Apostrophes for contraction (applying) Apostrophes for possession (exposure)	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 Explain apostrophes for contraction (secure) <i>Secure use of capital letter for names or people, places, days of week, months of year and pronoun I.</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 – <i>Usborne Illustrated Arabia</i> – 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 1 st 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 3 rd person retelling of story with character and setting descriptions 1 st 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 2 nd person, commands (taught)	Entertain / inform King Arthur – Andrew Matthews or Tracey Mayhew recount extracts as narrative (Y2 with simple speech) 3 rd 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 – 1 st person narrative - description instructions – 2 nd person	narrative recount – 1 st & 3 rd person letters simple report	narrative – 1 st and 3 rd person - description report: non chron	narrative – description & simple speech instructions	report: non-chron narrative – simple speech, retell story	instructions narrative – short character description 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. 2 nd 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. 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	Entertain/ inform	Inform / entertain Stig of the Dump – Clive King	Entertain / inform	Inform / Entertain	Entertain / inform	Entertain / inform/ discuss Beowulf – Michael Morpurgo

(CYCLE A for mixed year groups)	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	Narrative – chapter ending with dialogue Speech punctuation- dialogue (dictation) Letter from Barney to Stig when he goes missing	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	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).	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)	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 with setting and character description	narrative – 1st & 3rd person with simple speech Letter explanation text (dictation)	recount – biography (taught) instructions narrative – character descriptions & simple dialogue	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`
Year 3	Compound sentences with coordinating conjunctions Identify dialogue between two characters.	Write dialogue between two characters (dictation - inverted commas, opening and closing punctuation).	Write dialogue between two characters (taught – inverted commas, opening and closing punctuation)	Identify and explain a complex sentence. Write expanded noun phrases accurately.	Write dialogue between two characters (apply – inverted commas, opening and closing punctuation)	Identify and use rhetorical questions accurately. Use one simple cohesive connective / connective phrase

LKS2 words and spellings taught through SW	Teach expanded noun phrases. Identify sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Identify a phrase. Introduce use of apostrophes for possessive singular and plural and apostrophes for contraction.	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	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.	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.	Maintain consistent tense in whole piece of writing – simple present and past, Secure present & past progressive (continuous) Present and past perfect.	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		Geography-Describing Eastern Europe (Human and Physical) structuring in paragraphs using (SPO)		Science Explanation text: Changing states within the water cycle Controlled use of GPS detailed below

		If mixed year group Y3, Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases		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)		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 FANBOYS 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 and past, present and past progressive (continuous) and present and perfect. Simple dialogue.			recount – biography recount - letters narrative – 1 st and 3 rd 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.			recount – biography recount - letters narrative – 1 st and 3 rd person explanation	dialogue integrated in narrative. secure speech punctuation	full speech punctuation identify and correct comma splices

	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			playscripts		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 / 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.) Persuasive advert: persuading parents to evacuate their children 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 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 Macbeth –William Shakespeare/ Andrew Matthews (Act IV, Scene I The Three Weird Sisters – Shakespeare Learn to perform) Visual literacy element
	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.]	
	Year 5 Writing outcomes	recount: biography narrative with dialogue	discussion: balanced argument (dictation) report: (history)	recount: biography recount: narrative with viewpoint – short story discussion report (history)	discussion: balanced argument (taught) discussion report (geography)	recount: letter informal narrative with formal dialogue build up to own story report: nonfiction (history)
						playscripts & dialogue narrative letters / diaries report: Book review playscripts

Year 5 GPS focus – core learning to secure UKS2 words and spellings taught through SW	Securing speech punctuation with narrative tags at beginning, middle and end. Identify relative clauses (dictation) Identify punctuation around embedded clauses (dictation) Identify passive voice Identify active voice	Identify passive voice Identify active voice Identify formal and informal language	Identify passive voice Explain active voice Use formal and informal language Identify modal verbs Use relative clauses (taught) Use punctuation around embedded clauses (taught)	Identify subjunctive (conditional only) Use modal verbs Identify bias and opinion. Use relative clauses and punctuation around embedded clauses (apply)	Use passive voice Use conditional subjunctive Modal verbs Controlled use of speech punctuation	Use conditional subjunctive 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 1 st person narrative – (perspectives)	Entertain / persuade / inform The Boy in the Tower – Polly Ho Yen recount: biography of Lois Lowry / Polly Ho Yen narratives – 1 st and 3 rd person (Or The Giver – Lois Lowry Dystopia alternative for single year group) Planning not currently available	Entertain / Inform / Discuss The Boy in the Tower – Polly Ho Yen narrative from different viewpoints recounting events short story (Or The Giver – Lois Lowry Dystopia alternative for single year group) Planning not currently available	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.		Non-chronological report: Cold War 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) discussion: balanced argument (formal) – continues next half term.	1 st person narrative persuasion: letter explanation text (science)	recount: biography 1 st & 3 rd person narrative dialogue and characters' perspectives (more than one) report discussion from history unit	narrative with viewpoint – short story report: discussion from geography unit	recount: biography report: discussion Cold War (history)	narrative discussion – analysis essay report: book review 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: <i>Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions</i> <i>Identify and write multi-clause complex sentences joined with two different subordinating conjunctions</i> <i>Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction</i> <i>Identify and write a combination of sentence types to avoid repetition</i> 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) 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.			Text type recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	Narrative focus formal and informal tone beginning to use passive voice subjunctive form – conditional more than one viewpoint dialogue integrated in narrative	Punctuation 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) 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			Text Type recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	Narrative focus formal and informal tone controlled use of passive voice subjunctive form – controlled use of dialogue in narrative	Punctuation semi colons to join two main clauses colon to give additional information controlled use of brackets, commas, dashes for parenthesis