

Cycle B

YEAR 1

In all units children should:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing at the right place.
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting families (letters that are formed in similar ways) and practise these.

Be encouraged to write sentences by:

- Saying aloud what they are going to write about.
- Composing sentences orally before writing it.
- Re-reading what they have written to check that it makes sense.
- Discussing what they have written with the teacher or other pupils.

Text	Writing Outcome	Objectives to be covered/ Expectations for Year Group
The Egg Box Dragon	Narrative	<ul style="list-style-type: none"> • Begin to sequence sentences to form short narratives. • Use words to sequence events e.g. first, next, then • Begin to combine words to write simple sentences. • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. (Children should be aware what question marks are and how they are used but it isn't expected that they use them in their own writing.)
	Persuasive letter - informal	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout (template provided) • Use greetings and sign off (as modelled) • Independently compose, say and write simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Express own ideas and give reasons. • Use a capital letter at the beginning of a sentence, for proper nouns and I.

	Instructions.	<ul style="list-style-type: none"> • Write correctly demarcated simple sentences. • Separate words with a space. • List of ingredients - single nouns. • Use of imperative tense for verbs. • Write simple sentences independently. • Join two words with 'and' • Sequence steps in order. • Organise ideas using a given framework. • Begin to use simple adverbs to start each instruction e.g. First, Finally
The Emperor's Egg	Setting description.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently write simple sentences demarcated with a capital letter and full stop. • Use compound sentences using 'and'. • Separate words with spaces. • Independently spell regular plurals using prefix 's' 'es' • Independently spell words with the prefix 'un' • Use adjectives to describe. • Join two adjectives using and.
	Information Text about an Antarctic animal.	<ul style="list-style-type: none"> • Write simple sentences - emphasise that these are demarcated with a capital letter and full stop. • Use compound sentences joined by and. • Separate words with a space. • Ideas organised around given headings. Children should be introduced to the idea of grouping information but at beginning of year 1 should only be expected to write one sentence per heading. • Combine two adjectives using 'and'.
The Lonely Beast	Character description.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently write simple sentences demarcated with a capital letter and full stop. • Use compound sentences using 'and'. • Separate words with spaces. • Independently spell regular plurals using prefix 's' 'es'

		<ul style="list-style-type: none"> • Independently spell words with the prefix 'un' • Use adjectives to describe. • Join two adjectives using and. • Use pronouns he, she, it.
	Persuasive Letter - to the Mayor.	<p>Building on previous letter writing experience</p> <ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout • Use greetings and sign off • Write correctly demarcated simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use adjectives • Express own ideas and give reasons. • Use a capital letter at the beginning of a sentence, for proper nouns and I.
	Narrative - Beasts Journey	<p>Building on previous narrative writing</p> <ul style="list-style-type: none"> • Write simple narratives with a beginning, middle and end. • Use words to sequence events e.g. first, next, then • Write simple sentences. • Begin to write compound sentences using 'and' • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. • Plural noun suffixes s, es • Past tense suffix -ed • Begin to use adjectives. • Introduced to the prefix -un and understand its effect on the word.
10 Things I Can Do To Help My World.	Letter - to head teacher	<p>Building on previous letter writing experience</p> <ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout • Use greetings and sign off • Write correctly demarcated simple sentences. • Use compound sentences using 'and'.

		<ul style="list-style-type: none"> • Separate words with spaces. • Use adjectives • Express own ideas and give reasons. • Regular plural suffixes • Past tense verbs -ed endings • Spell words ending in -ing.
	Information Text	<p>Building on previous information text</p> <ul style="list-style-type: none"> • Independently write correctly demarcated simple sentences. • Use compound sentences joined by and. • Separate words with a space. • Combine two adjectives using 'and'. • Ideas organised around given headings. • Regular plural suffixes • Past tense verbs -ed endings • Spell words ending in -ing.
How to find Gold.	Narrative - map story	<p>Building on previous narrative writing</p> <ul style="list-style-type: none"> • Write simple narratives with a beginning, middle and end. • Use words to sequence events e.g. first, next, then • Write simple sentences. • Write compound sentences using 'and' • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. • Plural noun suffixes s, es • Past tense suffix -ed • Begin to use verb ending -ing. • Begin to use adjectives. •
	Debate and persuasive notes	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Write correctly demarcated simple sentences. • Use compound sentences using 'and'.

		<ul style="list-style-type: none"> • Separate words with spaces. • Use adjectives • Express own ideas and give reasons. • Regular plural suffixes • Past tense verbs -ed endings • Spell words ending in -ing.
	Character/setting descriptions.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the text. • Independently write simple sentences demarcated with a capital letter and full stop. • Use compound sentences using 'and'. • Separate words with spaces. • Independently spell regular plurals using prefix 's' 'es' • Independently spell words with the prefix 'un' • Use adjectives to describe. • Join two adjectives using and. • Use pronouns he, she, it. (Where appropriate)
The Magic Finger	Letters - for a range of audiences	<p>Building on previous unit Building on previous letter writing experience</p> <ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Independently use appropriate layout • Independently use greetings and sign off • Write correctly demarcated simple sentences. • Use compound sentences using 'and'. • Separate words with spaces. • Use adjectives • Express own ideas and give reasons. • Independently spell regular plural suffixes • Independently spell past tense verbs -ed endings • Independently spell words ending in -ing.
	Diary Entry	<ul style="list-style-type: none"> • Use words to sequence events e.g. first, next, then • Independently write simple sentences. • Independently write compound sentences using 'and' • Separate words with spaces.

		<ul style="list-style-type: none"> • Use a capital letter at the beginning of a sentence, for proper nouns and I. • Plural noun suffixes s, es • Past tense suffix -ed • Use adjectives - compliment • Join two adjectives with and
	Narrative - sequel to the story	<p>Building on previous narrative unit</p> <ul style="list-style-type: none"> • Write simple narratives with a beginning, middle and end. • Use words to sequence events e.g. first, next, then • Independently write simple sentences. • Independently write compound sentences using 'and' • Separate words with spaces. • Use a capital letter at the beginning of a sentence, for proper nouns and I. • Plural noun suffixes s, es • Past tense suffix -ed • Use verb ending -ing. • Use adjectives - compliment

YEAR 2

In all units children should be taught to;

- Form lower case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words which reflects the size of letters.

Plan what they are going to write by:

- Planning or saying out loud what they are going to write about.
- Writing down ideas and/or vocabulary, including new vocabulary.

Make simple additions, revisions and corrections to their writing by;

- Evaluating their writing with the teacher and other pupils

<ul style="list-style-type: none"> • Re-reading their writing to make sure it makes sense and that verbs indicating time are used correctly and consistently. • Proof reading to check for errors in spelling, grammar and punctuation e.g. sentences punctuated correctly (resources can be used) 		
The Egg Box Dragon	Instructions - How to make an Egg Box Dragon	<ul style="list-style-type: none"> • Use headings and subheadings (can be given by the teacher) • List of ingredients- noun phrases expanded with adjectives • Use of imperative verbs • Sequence steps in order. • Question at the start to engage the reader. • One sentence conclusion • Begin to use adverbs of manner e.g. quickly • Introduce adverbial phrases at beginning of instructions e.g. after that • Independently write simple sentence • Use and, but, or, so in compound sentences. • Complex sentences for cause/reason using 'because' • Use commas in a list.
	Informal Persuasive letter.	<ul style="list-style-type: none"> • Use layout features of a letter (with template provided) • Use suitable greeting and closing. • Express ideas and reasons. • Independently write simple sentence • Use and, but, or, so in compound sentences. • Complex sentences for cause/reason using 'because'
	Narrative	<ul style="list-style-type: none"> • Correct & consistent use of past or present tense. • Begin to write complete stories with a sustained, logical sequence of events using some language drawn from stories. • Be introduced to 'and', 'but', 'or', 'so' for compound sentences. • Begin to use complex sentences using when, if, because • Begin to expand noun phrases for description and specification • Begin to use comparative and superlative adjectives - suffixes -er, -est • Use adverbs for time • Introduce suffix -er - ful, -ness

The Emperor's Egg	Setting description	<ul style="list-style-type: none"> • Use appropriate vocabulary including words and phrases taken from stories. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	Information Text Information Text about an Antarctic animal.	<ul style="list-style-type: none"> • Organise ideas independently. (Headings may still be given) • Write several sentences about each idea. • Begin with a one sentence introduction to the topic. • End with a one sentence conclusion. • Continue to write correctly punctuated simple sentences. • Introduce compound sentences using and, but, or, so • Introduce complex sentences for subordination - using when, if, because. • Introduce that as a relative clause. (Children do not need to know the term relative clause)
The Lonely Beast	Character descriptions.	<ul style="list-style-type: none"> • Use appropriate vocabulary including words and phrases taken from stories. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	Persuasive letter to Mayor.	<ul style="list-style-type: none"> • Use layout features of a letter (with template provided) • Use suitable greeting and closing. • Express ideas and reasons. Independently write simple sentence • Use and, but, or, so in compound sentences. • Complex sentences for cause/reason using 'because'

	Narrative - The Beasts Journey	<p>Building on previous narrative unit.</p> <ul style="list-style-type: none"> • Correct & consistent use of past or present tense. • With increasing independence write complete stories with a sustained, logical sequence of events using some language drawn from stories. • Use 'and', 'but', 'or', 'so' to form compound sentences. • Use complex sentences using when, if, because • Expand noun phrases for description and specification • Use comparative and superlative adjectives - suffixes -er, -est • Use adverbs for time • Independently spell suffix -er - ful, -ness with accurate spelling
10 Things I can do to help my World.	Letter to head teacher.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout features of a letter. • Use appropriate greeting and sign off. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Independently add suffix -er or -est to create comparative and superlative adjectives. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	Information Text.	<ul style="list-style-type: none"> • Write several sentences about each idea. • Organise ideas under headings and subheadings. • Reports should begin with a one sentence introduction to the topic. • Reports should end with a one sentence conclusion. • Continue to write correctly punctuated simple sentences. • Develop use of compound sentences using and, but, or, so • Develop use of complex sentences for subordination - using when, if, because. • Independently use 'that' as a relative clause.
How to Find Gold.	Narrative - Map story. Retell events adding description where it is missing, in the style of the original.	<p>Building on previous narrative unit</p> <ul style="list-style-type: none"> • Independently use correct & consistent past or present tense. • Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories. • Include familiar phrases from stories to add interest - she couldn't believe her eyes.

		<ul style="list-style-type: none"> • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	<p>Debate & persuasive notes.</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout features of a letter. • Use appropriate greeting and sign off. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	<p>Character/ Setting descriptions.</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary including words and phrases taken from stories. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.

The magic Finger	Letters - a range of audiences.	<ul style="list-style-type: none"> • Use appropriate vocabulary for the subject. • Use appropriate layout features of a letter. • Use appropriate greeting and sign off. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Independently add suffix -er or -est to create comparative and superlative adjectives. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	Diary Entry	<ul style="list-style-type: none"> • Organise events logically. • Use simple past tense - ed endings & some irregular verbs • Use progressive past tense • Adverbs for time • Use simple and compound sentences. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Independently add suffix -er or -est to create comparative and superlative adjectives
	Narrative - sequel to the story.	<p>Building on previous narrative unit</p> <ul style="list-style-type: none"> • Independently use correct & consistent past or present tense. • Write complete stories with a sustained, logical sequence of events using a greater range of language drawn from stories. • Include familiar phrases from stories to add interest - she couldn't believe her eyes. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.

YEAR 3 & 4

In all units Children should be taught to:

- Use the diagonal and horizontal strokes that are that are needed to join letters and to understand, which letters when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, by ensuring all down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

Plan their writing by:

- Discussing writing similar to that which they are planning to write - WAGOLLS, Text Interrogation etc.
- Discussing and recording ideas.

Draft and write by:

- Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Organising paragraphs around a theme.
- Creating characters, settings and plot in narratives.
- Using simple organisational devices in non- narrative writing.

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns.
- Proof read for errors in punctuation and spelling (can involve the use of resources)

UG: Boy Genius of the Stone Age.

Persuasive Letter

- Revise layout features, apply these independently to writing.
- Use appropriate greeting and sign off for the formality of the letter.
- Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)
- Organise writing into paragraphs.
- Use a variety of devices to link paragraphs (Y4).
- Correctly use determiners a and an.
- Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective)
- Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma)
- Write complex sentences with support
- Begin to use apostrophes for omission and possession

	<p>Instructions - for a Stone Age game</p>	<ul style="list-style-type: none"> • Organise ideas, headings subheadings can be given. • Opening paragraph. • Short closing paragraph which links back to the opening. • List of ingredients - vary how to expand noun phrases (expanded for description and specification) • Correctly spell pluralised nouns • Use superlative and comparative adjectives. • Adverbs modified by degree • Use of a variety of prepositional phrases. • Precise adverbial phrases for time. • Range of sentence structures including complex sentences. • Use relative pronouns that and which.
	<p>Writing in role as UG Diary entry.</p>	<ul style="list-style-type: none"> • Choose appropriate vocabulary (use words from Y3/4 statutory word list) • Organise events into paragraphs independently • Consistent, accurate use of Standard English verb inflections not local spoken forms. • Consistent application of past tense. • Opening paragraph including who, what, when, where information. • Closing paragraph giving overall comment about the events. • Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch • Use a range of sentence types (statements & questions) and punctuate correctly. • With support write complex sentences for time, cause and reason. • Use who and that as relative pronoun. • Noun phrases expanded for description using with phrases. • Noun phrases expanded for specification using in or on phrases.

<p>The Wild Robot</p>	<p>Writing in role - short writing tasks.</p>	<ul style="list-style-type: none"> • Choose appropriate vocabulary and register (use words from Y3/4 statutory word list) • Organise events into paragraphs independently • Consistent, accurate use of Standard English verb inflections not local spoken forms. • Consistent application of past tense. • Opening paragraph including who, what, when, where information. • Closing paragraph giving overall comment about the events. • Use a range of sentence types (statements & questions) and punctuate correctly. • Write complex sentences for time, cause and reason. • Use who and that as relative pronoun. • Noun phrases expanded for description using with phrases. • Noun phrases expanded for specification using in or on phrases. • Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition. • Use prefixes -super, -auto & -anti.
	<p>Debate</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary including persuasive language. • An introduction outlining what the text will be about. • Organise writing into paragraphs. • Use a variety of devices to introduce or connect paragraphs. • Arguments for and against with supporting evidence. • Concluding statement which summarises arguments. • Sustain use of the third person throughout. • Impersonal voice sustained - own opinions not given. • Use a range of logical conjunctions e.g. therefore, however.
	<p>Narrative - telling part of story from Roz's perspective.</p>	<ul style="list-style-type: none"> • Choose appropriate language, some taken from reading. • Use vocabulary from Y3/4 statutory word list. • Plan and write complete stories by identifying stages in the telling: introduction - build-up - climax or conflict - resolution; • Use paragraphs to organise and sequence the narrative. • Use different ways to introduce or connect paragraphs e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>; • Develop settings using adjectives and figurative language to evoke time, place and mood. • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which.

		<ul style="list-style-type: none"> • Use inverted commas for speech. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases
The Scarab's Secret or Egyptian Cinderella	Information text - importance of the Scarab beetle.	<ul style="list-style-type: none"> • Choose subject appropriate vocabulary (use words from Y3/4 statutory word list) • Include appropriate technical vocabulary. • Use appropriate layout features including headings and sub-headings. • Written in present tense (Unless historical content) • Independently group information into appropriate paragraphs. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use of complex sentences. • Range of conjunctions and connectives. • Use of connecting adverbs e.g. however, therefore • Use of relative pronouns that and which. • Adjectives modified by degree. • Noun phrases expanded for description. • Noun phrases expanded for specification using a greater range of preposition phrases at, in, on, under. • Use of superlative and comparative adjectives. • Use quantifying determiners: most, all, usually, some
	Instructions - mummification.	<p>Building on previous instruction unit</p> <ul style="list-style-type: none"> • Independent organisation including choice of heading and sub- headings. • Opening paragraph. • Short closing paragraph which links back to the opening. • List of ingredients - vary how to expand noun phrases (expanded for description and specification) • Correctly spell pluralised nouns • Use superlative and comparative adjectives. • Adverbs modified by degree • Use of a variety of prepositional phrases. • Precise adverbial phrases for time.

		<ul style="list-style-type: none"> • Range of sentence structures including complex sentences. • Use relative pronouns that and which.
	Retell story from different point of view.	<p>Building on previous narrative unit.</p> <ul style="list-style-type: none"> • Choose appropriate language, some taken from reading. • Use vocabulary from Y3/4 statutory word list. • Plan and write complete stories by identifying stages in the telling: introduction - build-up - climax or conflict - resolution; • Use paragraphs to organise and sequence the narrative. • Use different ways to introduce or connect paragraphs e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>; • Develop settings using adjectives and figurative language to evoke time, place and mood. • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which. • Use inverted commas for speech. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases
Mouse Bird Snake Wolf.	Descriptive writing - characters. (short writing task)	<ul style="list-style-type: none"> • Choose appropriate language. • Use vocabulary from Y3/4 statutory word list. • Use paragraphs to organise and sequence the narrative. • Develop settings using adjectives and figurative language to evoke time, place and mood. • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases for specification and degree. • Modify adjectives.
	Persuasive letter to the Gods	<ul style="list-style-type: none"> • Use appropriate layout features. • Use appropriate greeting and sign off for the formality of the letter. • Choose appropriate vocabulary and register (use words from Y3/4 statutory word list)

		<ul style="list-style-type: none"> • Persuasive language • Organise writing into paragraphs. • Use a variety of devices to link paragraphs (Y4). • Correctly use determiners a and an. • Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective) • Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma) • Write complex sentences with support
	<p>Writing in role as a character.</p> <p>Poster (short task)</p>	<ul style="list-style-type: none"> • Use appropriate vocabulary including correctly spelt common exception words. • Independently use correct & consistent past or present tense. • Offer opinions and explain reasons. • Use a range of descriptive devices including simile and metaphor. • Use a greater variety of compound sentences using and, but, or, so. • Independently use complex sentences using when, if, because • Expand noun phrases for description and specification using a greater range of adjectives • Continue to expand range of adverbs for time. • Independently add suffix -er or -est to create comparative and superlative adjectives. • Use a greater range of adverbs for time including adverbial phrases - after that, later on etc. • Add the suffixes -er - ful, -ness independently with increasing accuracy of spelling.
	Balanced arguments.	<ul style="list-style-type: none"> • Use appropriate vocabulary including persuasive language. • An introduction outlining what the text will be about. • Organise writing into paragraphs. • Use a variety of devices to introduce or connect paragraphs. • Arguments for and against with supporting evidence. • Concluding statement which summarises arguments. • Sustain use of the third person throughout. • Impersonal voice sustained - own opinions not given. • Use a range of logical conjunctions e.g. therefore, however.

<p>I was a Rat or The Scarlet Slippers</p>	<p>A traditional tale told from another character's point of view.</p>	<ul style="list-style-type: none"> • Choose appropriate language, some taken from reading. • Use vocabulary from Y3/4 statutory word list. • Plan and write complete stories by identifying stages in the telling: introduction - build-up - climax or conflict - resolution; • Use paragraphs to organise and sequence the narrative. • Use different ways to introduce or connect paragraphs e.g. <i>Sometime later...</i>, <i>Suddenly...</i>, <i>Inside the castle...</i>; • Develop settings using adjectives and figurative language to evoke time, place and mood. • Write complex sentence for time, manner and condition. • Use relative clauses using that, who and which. • Use inverted commas for speech. • Use fronted adverbials for time, place and condition (Y4 also use fronted adverbials of manner & mark these with a comma). • Expand noun phrases
	<p>News Report</p>	<ul style="list-style-type: none"> • Choose appropriate vocabulary (use words from Y3/4 statutory word list) • Write an effective headline • Organise events into paragraphs independently • Consistent, accurate use of Standard English verb inflections not local spoken forms. • Consistent application of past tense. • Opening paragraph including who, what, when, where information. • Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch • Use a range of sentence types (statements & questions) and punctuate correctly. • Write complex sentences for time, cause and reason. • Use who and that as relative pronoun. • Noun phrases expanded for description using with phrases. • Noun phrases expanded for specification using in or on phrases. • Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition. • Correctly use the determiners a and an. • Use speech marks to show quotes.
	<p>Newspaper Report - events of the trial</p>	<ul style="list-style-type: none"> • Choose appropriate vocabulary (use words from Y3/4 statutory word list) • Write an effective headline

<p>Noah Barleywater runs away.</p>		<ul style="list-style-type: none"> • Organise events into paragraphs independently • Consistent, accurate use of Standard English verb inflections not local spoken forms. • Consistent application of past tense. • Opening paragraph including who, what, when, where information. • Increasingly precise adverbial phrases for time e.g. after half an hour, before lunch • Use a range of sentence types (statements & questions) and punctuate correctly. • Write complex sentences for time, cause and reason. • Use who and that as relative pronoun. • Noun phrases expanded for description using with phrases. • Noun phrases expanded for specification using in or on phrases. • Appropriate use of a noun or pronoun within a sentence to avoid ambiguity or repetition. • Correctly use the determiners a and an. • Use speech marks to show quotes.
	<p>Letter</p>	<ul style="list-style-type: none"> • Independently organise writing. • Use appropriate greeting and sign off for the formality of the letter. • Choose appropriate vocabulary and register (use words from Y3/4 statutory word list) • Organise writing into paragraphs. • Use a variety of devices to link paragraphs (Y4). • Correctly use determiners a and an. • Develop expanded noun phrases for specification and description. (Y4 add prepositional phrases or modify the adjective) • Use fronted adverbials for time, place, condition and manner (Y4 punctuate with a comma) • Write a range of complex sentences. • Use apostrophes for omission and possession.
	<p>Poetry</p>	

YEAR 5 & 6

In each unit children should be taught to:

Write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choosing the writing implement that is best suited to the task.
- Children should be clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or final handwritten version.
- To use an unjoined style e.g. filling in forms, labelling a diagram, writing an email address
- To use capital letters where appropriate e.g. filling in a form.

Plan their writing by:

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own (WAGOLLS, text interrogation etc.)
- Noting and developing initial ideas, drawing on reading and research where necessary.
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and enhance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proofreading for spelling and punctuation errors.

Rose blanche

Diary entries in role at various points in the text.

- Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)
- Organise paragraphs around a theme.
- Use appropriate layout features e.g. headings, sub-headings.
- Opening paragraph including who, what, when, where information.

		<ul style="list-style-type: none"> • Use a range of past tense forms. (irregular past simple; past progressive; past perfect) • Concluding paragraph linking back to the opening paragraph - usually gives overall comment about the event. • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely.
	<p>Letters - a range of audiences.</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme. • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form (where appropriate) • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely. • Use hyphens to avoid ambiguity. • Use colon, semi-colon and dash to mark the boundaries between independent clauses.

	Motivational speeches.	
The Journey to the River Sea	Information text - research and present information on Amazon rainforest.	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Independently group information appropriately in paragraphs. • Use devices to build cohesion within a paragraph. • Use appropriate layout features e.g. headings and sub headings. • Use full range of sentence structures including complex sentences. • Use relative clauses beginning with that, who, which, when or whose. • Use relative pronouns • Greater range of verbs using prefixes dis- de- mis- over- and re- • Use of modal verbs. • Modify adverbs by degree • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely. • Use hyphens to avoid ambiguity. • Use colon, semi-colon and dash to mark the boundaries between independent clauses. • Link ideas across paragraphs using a range of cohesive devices e.g. repetition of a word or phrase, use of adverbials.
	Persuasion	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Independently organise information into paragraphs. • Opening paragraph to set out the reason for text. • Use appropriate layout features. • Concluding statement directed at the reader. • Use a range of connecting adverbs/adverbial phrases for addition and emphasis • Variety of sentence structures in opening and closing paragraphs including statements, questions and exclamations. • Write complex sentences with a range of conjunctions. • Write complex sentences with the subordinating clause in different positions within the sentence including at the beginning. • Use verb prefixes: dis-, de-, mis-, over-, and re-.

	<p>Short Task - write in role description of feelings after arriving at the Lagoon.</p>	<ul style="list-style-type: none"> • Use modal verbs appropriately. • Use hyphens to avoid ambiguity • Use expanded noun phrases to convey complicated information concisely. • Use subjunctive form.
	<p>Narrative - 1st person.</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Plan and write complete stories. • Use different ways to open a story. • Use devices to build cohesion within a paragraph. • Link paragraphs using adverbials. • Use a variety of sentence structures including complex sentences (see narrative progression for examples) • Modify adverbs by degree. • Use brackets, commas or dashes to indicate parenthesis. • Use synonyms and antonyms • Use passive voice • Use a wider range of cohesive devices to link paragraphs.
<p>The Adventures of Odysseus</p>	<p>Newspaper Reports</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Independently group information appropriately in paragraphs. • Use appropriate layout features e.g. headings and sub headings. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use full range of sentence structures including complex sentences. • Use relative pronouns • Greater range of verbs using prefixes dis- de- mis- over- and re- • Use of modal verbs to show advice or recommendation

	Debate	<ul style="list-style-type: none"> • Modify adverbs by degree • Use a variety of adding, opposing, time and result connectives. • Carefully selected facts about the topic that gives the writing a full context. • Full range of sentence structures, varied in order to fully inform the reader. • Use semi-colons, colons or dashes to mark boundaries between independent clauses and colons to introduce lists. • Variety of connecting adverbs/adverbial phrases for addition, opposing, emphasis, reinforcement and summary. • Use a range of coordinating and subordinating conjunctions to link and contrast ideas that are appropriate to genre. (also, after, then, furthermore, although, despite, consequently, even though)
	Narrative - in style of a myth.	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Plan and write complete stories. • Use different ways to open a story. • Use devices to build cohesion within a paragraph. • Link paragraphs using adverbials. • Use a variety of sentence structures including complex sentences (see narrative progression for examples) • Modify adverbs by degree. • Use brackets, commas or dashes to indicate parenthesis. • Use synonyms and antonyms • Use passive voice • Use a wider range of cohesive devices to link paragraphs.
Cosmic	Short writing tasks: Diary, email messages, list poem - various points throughout the text.	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme. • Use appropriate layout features e.g. headings, sub-headings. • Opening paragraph including who, what, when, where information. • Use a range of past tense forms. (irregular past simple; past progressive; past perfect) • Concluding paragraph linking back to the opening paragraph - usually gives overall comment about the event.

		<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely.
	Balanced Argument	<p><i>Building from previous experience</i></p> <ul style="list-style-type: none"> • Use a variety of adding, opposing, time and result connectives. • Carefully selected facts about the topic that gives the writing a full context. • Full range of sentence structures used independently and varied in order to fully inform the reader. • Use semi-colons, colons or dashes to mark boundaries between independent clauses and colons to introduce lists. • Use a wider variety of connecting adverbs/adverbial phrases for addition, opposing, emphasis, reinforcement and summary. <p>Use a range of coordinating and subordinating conjunctions to link and contrast ideas that are appropriate to genre. (also, after, then, furthermore, although, despite, consequently, even though)</p>
	Visitor Information Leaflet.	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Independently group information appropriately in paragraphs. • Use appropriate layout features e.g. headings and sub headings. • Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations. • Use full range of sentence structures including complex sentences. • Use relative pronouns • Greater range of verbs using prefixes dis- de- mis- over- and re-

		<ul style="list-style-type: none"> • Use of modal verbs to show advice or recommendation • Modify adverbs by degree
Shackelton's Journey.	Writing in role throughout text - letters, diaries.	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme. • Use appropriate layout features e.g. headings, sub-headings. • Opening paragraph including who, what, when, where information. • Use a range of past tense forms. (irregular past simple; past progressive; past perfect) • Concluding paragraph linking back to the opening paragraph - usually gives overall comment about the event. • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely.
	Log Writing - focus on description	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme. • Use appropriate layout features e.g. headings, sub-headings. • Opening paragraph including who, what, when, where information. • Use a range of past tense forms. (irregular past simple; past progressive; past perfect) • Concluding paragraph linking back to the opening paragraph - usually gives overall comment about the event. • Use devices to build cohesion within a paragraph.

		<ul style="list-style-type: none"> • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely.
	<p>Recount - written in role</p>	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme. • Use appropriate layout features e.g. headings, sub-headings. • Opening paragraph including who, what, when, where information. • Use a range of past tense forms. (irregular past simple; past progressive; past perfect) • Concluding paragraph linking back to the opening paragraph - usually gives overall comment about the event. • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely.

If You Find This	Letters	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Organise paragraphs around a theme. • Use devices to build cohesion within a paragraph. • Write a range of sentences including complex sentences for time, cause and condition. • Link paragraphs using adverbials. • Use commas to clarify meaning and avoid ambiguity. • Use brackets, commas or dashes to indicate parenthesis. • Use the suffixes -ate, -ise, -ify to convert nouns or adjectives to verbs • Use Modal verbs • Use verb prefixes dis-, de-, mis-, over- and re-. • Use of the subjunctive form (where appropriate) • Passive voice to affect the presentation of information in a sentence. • Use expanded noun phrases to convey complicated information concisely. • Use hyphens to avoid ambiguity.
	Descriptive writing	<ul style="list-style-type: none"> • Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list) • Use language structures taken from stories. • Create similes and metaphors to enhance description. • Use personification effectively. • Use devices to build cohesion within a paragraph. • Link paragraphs using adverbials. • Use a variety of sentence structures including complex sentences (see narrative progression for examples) • Modify adverbs by degree. • Use brackets, commas or dashes to indicate parenthesis. • Use synonyms and antonyms • Use a wider range of cohesive devices to link paragraphs.
	Newspaper articles	Building on previous newspaper report unit

		<ul style="list-style-type: none">• Use appropriately complex language and vocabulary. (Use vocabulary from statutory word list)• Independently group information appropriately in paragraphs.• Use appropriate layout features e.g. headings and sub headings.• Variety of sentence structures in the opening and closing paragraphs including questions, statements and exclamations.• Use full range of sentence structures including complex sentences.• Use relative pronouns• Greater range of verbs using prefixes dis- de- mis- over- and re-• Use of modal verbs to show advice or recommendation• Modify adverbs by degree
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