



Pathways to Write

**Unit Overviews: Year 1 to Year 6
& Ladybridge Reception Writing**

| Year group | Autumn term | | Spring term | | Summer term | |
|------------|---|---|--|--|---|---|
| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | What makes me super? | Can we go into the woods today? | Where did characters live once upon a time? | How does your garden grow? | What is in our wonderful world? | What can we see under the sea? |
| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Lost and Found by Oliver Jeffers Outcome - Fiction: adventure story based on the structure of the text | Nibbles: The Book Monster by Emma Yarlett Outcome - Recount: diary entry | Lion Inside by Rachel Bright Outcome - Fiction: journey story based on the structure of the text | The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: adventure story based on the structure of the text | Toys in Space by Mini Grey Outcome - Fiction: fantasy story based on the structure of the text | Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: traditional story based on the structure of the text |
| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters | The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report | Dragon Machine by Helen Ward Outcome - Fiction: adventure focus | Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry | The Last Wolf by Mini Grey Outcome - Letter: letter in role | Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus |
| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Seal Surfer by Michael Foreman Outcome - Recount: letter in role | Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy story | Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative | Big blue whale by Nicola Davies Outcome - Persuasion: information text | Journey by Aaron Becker Outcome - Fiction: adventure story | Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: tourism leaflet |
| 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 | Amazing Islands by Sabrina Weiss & Kerry Hyndman Koji's Island by The Literacy Company Outcome - Fiction: adventure story | Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company Outcome - Non-chronological report | Blue John by Berlie Doherty Outcome - Explanation: letter in role |
| 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 | The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale | Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth | The Darkest Dark by Chris Hadfield Outcome - Recount: formal biography | The Paperbag Prince by Colin Thompson Outcome - Persuasion/ information: hybrid leaflet | Radiant Child by Javaka Steptoe Outcome – Information text for a gallery |
| 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 & Information text | Can we save the tiger? by Martin Jenkins Outcome – Information/ persuasion/explanation: hybrid text & Recount: diary | Selfish Giant by Oscar Wilde and Ritva Voutila Outcome – Fiction: classic narrative & Explanation | The Island by Jason Chin & Jimmy Button by Alix Barzelay Outcome – Recount: journalistic writing & Discussion | Manfish by Jennifer Berne Outcome – Recount: biography & Fiction: adventure story | Sky Chasers by Emma Carroll Outcome – Fiction: adventure story with multiple narrators & Recount: autobiography |

Reception Writing Curriculum

| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|--|---|--|
| | <p>Colour monster My Mum & Dad make me laugh Only one you</p> | <p>Stick man The Gruffalo We're going on a bear hunt It was a cold dark night Owl babies</p> | <p>A little bit of winter Little Red Riding Hood Goldilocks & the three bears Three Little Pigs Gingerbread Man Jack & The Beanstalk</p> | <p>The Very Hungry Caterpillar Oliver's vegetables Supertato Mad about minibeasts Twist & hop minibeast bop</p> | <p>Non-Fiction texts What a wonderful world Here we are The Koala Who Could <i>(Children's interest – a contrasting country)</i> A superhero like you! The wonderful things you will be</p> | <p>Rainbow fish Commotion in the ocean Somebody swallowed Stanley How to catch a mermaid Billy's Bucket</p> |
| <p>Outcome Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p> | | | | | | |
| | <p>Writing Makes marks and gives meaning to their marks. Write some of their name. Begins to form some letters correctly (phase 2). Begins to write initial sounds. Begins to write CVC words (with support). Uses tripod grip (supported). Use a range of small tools competently and confidently. E.g. – pencil.</p> | <p>Writing Use some of their print and letter knowledge in early writing, such as a pretend shopping list. Begins to write HF and tricky words (matched to ULS). Begin to write short, simple captions (with support). Begins to use finger spaces and full stops in their writing. Write CVC words independently. Use tripod grip (sometimes with support).</p> | <p>Writing Write full name independently. Forms lowercase letters correctly, most of which are correctly formed. Write longer words matching phonics scheme (containing phase 3 digraphs). Spell words by identifying the sounds and then writing these sounds. Writes a caption with independence, using finger spaces and a full stop. Write HF and tricky words matching phonics scheme. Use tripod grip.</p> | <p>Writing Write short sentences with words with known sound-letter correspondence. Begins to form capital letters. Uses finger spaces and a full stops in their writing, with independence. Develop the foundation of a handwriting style.</p> | <p>Writing Write recognisable letters, most of which are correctly formed. Write short sentences with words with known sound-letter correspondence.</p> | <p>Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p> |

| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|---|
| | <p>Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's Egg by Martin Jenkins The Penguin who Wanted to Find Out by Jill Tomlinson</p> | <p>Nibbles: The Book Monster by Emma Yarlett Goldilocks and the Three Bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the Wild Things are by Maurice Sendak</p> | <p>The Lion Inside by Rachel Bright How to be a lion by Ed Vere The Tiger who came to Tea by Judith Kerr Mog the Forgetful Cat by Judith Kerr Zoo-ology by Joelle Jolivet</p> | <p>The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen</p> | <p>Toys in Space by Mini Grey Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night Janet and Allan Ahlberg One True Bear by Ted Dewan Dr Xargles by Jeanne Willis</p> | <p>Goldilocks and Just the One Bear by Leigh Hodgkinson Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old Bear Stories by Jane Hissey Dogger by Shirley Hughes</p> |
| | <p>Outcome Fiction: adventure story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting and characters of the story</p> | <p>Outcome Recount: diary entry based on Nibbles' adventures Greater Depth To add a new adventure based on a previously read text</p> | <p>Outcome Fiction: journey story based on the structure of <i>The Lion Inside</i> Greater Depth Change both animals in the story</p> | <p>Outcome Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> with a change of character Greater Depth Change the setting of the story</p> | <p>Outcome Fiction: fantasy story based on the structure of <i>Toys in Space</i>, changing the characters Greater Depth Change the settings of the story Extension: Instructions</p> | <p>Outcome Fiction: traditional story with new character or setting based on <i>Goldilocks and just the one bear</i>. Greater Depth Change the character/ setting Extension: Non-chron. report</p> |
| | <p>Word</p> | <p>Word Use plural noun suffixes -s and -es</p> | <p>Word 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 un-</p> | <p>Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est</p> | <p>Word 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-</p> | <p>Word</p> |
| | <p>Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words</p> | | | | | |
| | <p>Sentence Combine words to make sentences</p> | <p>Sentence Join words using <i>and</i></p> | <p>Sentence Join words and clauses using <i>and</i></p> | <p>Sentence Join words and clauses using <i>and</i></p> | <p>Sentence Join words and clauses using <i>and</i></p> | <p>Sentence Join words and clauses using <i>and</i> Use simple description</p> |
| | <p>Text</p> | <p>Text Sequence sentences to form short narratives (link ideas or events by pronoun)</p> | <p>Text</p> | <p>Text</p> | <p>Text</p> | <p>Text Sequence sentences to form short narratives (link ideas or events by pronouns)</p> |
| | <p>Punctuation 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'</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> | <p>Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> |

| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|---|--|
| | Troll Swap by Leigh Hodgkinson Trolls Go Home (Troll Trouble series) by Alan MacDonald | The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book) The Owl Who Was Afraid of the Dark (chapter version) by Jill Tomlinson | Dragon Machine by Helen Ward The Dragonsitter Disasters (The Dragonsitter series) by Josh Lacey | Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton Owen and the Soldier by Lisa Thompson | The Last Wolf by Mini Grey Fantastic Mr. Fox by Roald Dahl | Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl |
| | Outcome Fiction: story with focus on characters Greater Depth Story about two invented contrasting characters who swap places | Outcome Non-chronological report: fact sheet about owls Greater Depth Alter the layout to include own subheadings and extra features | Outcome Fiction: adventure story with change of character and machine Greater Depth Story written in 1 st person | Outcome Recount: diary entry of historical events from Major Glad's point of view Greater Depth Diary entry to include the feelings of Major Dizzy | Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP | Outcome Fiction: story with a moral focus Greater Depth Story from the point of view of the giant |
| | Word | Word Add -ly to turn adjectives into adverbs | Word | Word | Word Add -er and -est to adjectives Use homophones and near homophones | Word Add suffixes to spell longer words (e.g -ment, -ful) |
| Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words. | | | | | | |
| | Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify | Sentence Use co-ordination (but, or) | Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) | Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>) | Sentence Use subordination (<i>if</i> , <i>that</i>) | Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify |
| | Text | Text | Text Use present and past tenses correctly and consistently (some progressive) | Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense | Text | Text Use present and past tenses correctly and consistently including the progressive form |
| | Punctuation Use punctuation correctly - full stops, capital letters | Punctuation Use commas to separate items in a list | Punctuation Use punctuation correctly - exclamation marks, question marks | Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular) | Punctuation Use punctuation correctly – apostrophes for contracted forms | Punctuation |

| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|---|--|---|
| | Seal Surfer by Michael Foreman <i>The Dancing Bear by Michael Morpurgo</i> | Winter's Child by Angela McAllister <i>Ice Palace by Robert Swindell</i> | Stone Age Boy by Satoshi Kitamura <i>The Iron Man by Ted Hughes</i> | Big Blue Whale by Nicola Davies <i>This morning I met a whale by Michael Morpurgo</i> | Journey by Aaron Becker <i>Tilly Mint Tales by Berlie Doherty</i> | Zeraffa Giraffa by Dianne Hofmeyr <i>The White Fox by Jackie Morris</i> |
| | Outcome Recount: letter in role recounting events of the story Greater Depth Write a letter from Grandad in response to one of his grandson's letters | Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different point of view | Outcome Fiction: historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age | Outcome Persuasion: informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures | Outcome Fiction: adventure story based on <i>Journey</i> using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another | Outcome Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark |
| | Word | Word Use a or an according to whether the next word begins with a vowel or consonant | Word Form nouns with a range of prefixes | Word | Word Use a or an according to whether the next word begins with a vowel or consonant | Word |
| | Sentence Use prepositions to express time, place and cause. | Sentence Use conjunctions and adverbs to express, time, place and cause | Sentence | Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause | Sentence Use prepositions, conjunctions and adverbs to express time, place and cause | Sentence Build an increasing range of sentence structures |
| | Text Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i> | Text In narratives, create characters, settings and plot | Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i> | Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i> | Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense | Text 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 |
| | Punctuation Introduce inverted commas to punctuate direct speech | Punctuation Use inverted commas to punctuate direct speech | Punctuation Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) | Punctuation | Punctuation | Punctuation |

**Objectives in italics are writing composition objectives*

| 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|---|---|--|--|
| | Gorilla by Anthony Browne <i>A World Full of Animal Stories: 50 Folk Tales and Legends</i> by Angela McAllister | Leon and the Place Between by Graham Baker-Smith <i>The Train to Impossible Places</i> by P.G. Bell | Escape from Pompeii by Christina Balit <i>Pompeii: A Roman Girl's Diary</i> by Sue Reid | Amazing Islands by Sabrina Weiss & Kerry Hyndman, Koji's Island by The Literacy Company <i>Ariki and the island of wonders</i> by Nicola Davies | Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company <i>The Boy Who Biked the World: Part 1</i> by Alastair Humphreys | Blue John by Berlie Doherty <i>Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge</i> by Bear Grylls |
| | Outcome Fiction: fantasy story based on <i>Gorilla</i> Greater Depth Re-tell the story from the animal's viewpoint and include speech | Outcome Recount: diary from Leon's point of view Greater Depth Write from Abdul Kazam's point of view | Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the point of view of the captain | Outcome Fiction: adventure story from point of view of the boy Greater Depth Write from the point of view of the God | Outcome Non-chronological report: information board for a rainforest exhibit Greater Depth Include an interactive element | Outcome Explanation: letter in role as a caving expert, including an explanation Greater Depth Include a persuasive section about Treak Cliff Caverns |
| | Word | Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's' | Word Use Standard English forms for verb inflections | Word | Word Recognise the grammatical difference between plural and possessive 's' | Word |
| | Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials | Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although | Sentence | Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | Sentence | Sentence Build a varied and rich vocabulary and an increasing range of sentence structures |
| | Text 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 | Text <i>Build a varied and rich vocabulary</i> | Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms | Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Text <i>Build a varied and rich vocabulary</i> Use paragraphs to organise information and ideas around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</i> | Text Use paragraphs to organise information and ideas around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms |
| | Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech | Punctuation Indicate possession by using the possessive apostrophe with plural nouns | Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters) | Punctuation Use and punctuate direct speech Use commas after fronted adverbials | Punctuation Indicate possession by using the possessive apostrophe with plural nouns. | Punctuation |

**Objectives in italics are writing composition objectives*

| 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|--|--|
| | <p>Queen of the Falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli or The Boy who Swam with Piranhas by David Almond</i></p> | <p>The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i></p> | <p>Arthur and the Golden Rope by Joe Todd-Stanton <i>Odd and the Frost Giants by Neil Gaiman</i></p> | <p>The Darkest Dark by Chris Hadfield <i>Cosmic by Frank Cottrell Boyce</i></p> | <p>The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i></p> | <p>Radiant Child by Javaka Steptoe <i>Life doesn't frighten me - Poem by Maya Angelou</i></p> |
| | <p>Outcome Recount: series of diary entries Greater Depth Series of diary entries including her viewpoint on other characters</p> | <p>Outcome Fiction: traditional tale with an alternative ending Greater Depth Tell the traditional tale from the point of view of a woodland creature</p> | <p>Outcome Fiction: write a myth, creating characters and settings Greater Depth Tell the myth from and alternative viewpoint</p> | <p>Outcome Recount: a formal biography of Chris Hadfield Greater Depth Include an extra section in informal first person</p> | <p>Outcome Persuasion/ information: hybrid leaflet about waste management Greater Depth Write an oral presentation for a TV or online broadcast</p> | <p>Outcome Information text for a gallery Greater Depth Plan own layout and structure for gallery information</p> |
| | Word | Word | Word | Word | Word | Word |
| | Sentence | <p>Sentence Use expanded noun phrases to convey complicated information concisely</p> | <p>Sentence 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</p> | <p>Sentence Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions</p> | <p>Sentence Use modal verbs to indicate degrees of possibility</p> | <p>Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility</p> |
| | <p>Text <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures</p> | <p>Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i></p> | <p>Text Link ideas across paragraphs using adverbials</p> | <p>Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently</p> | <p>Text Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i></p> | <p>Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices</p> |
| | <p>Punctuation Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing</p> | <p>Punctuation Recap: Use of inverted commas and other punctuation to punctuate direct speech</p> | <p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing</p> | <p>Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis</p> | <p>Punctuation Use brackets, dashes or commas to indicate parenthesis</p> | <p>Punctuation</p> |

**Objectives in italics are writing composition objectives*

| 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|--|---|
| | Star of Hope, Star of Fear by Jo Hoestlandt When we were warriors by Emma Carroll | Can We Save the Tiger? by Martin Jenkins Into the Jungle by Katherine Rundell | Selfish Giant by Oscar Wilde The Happy Prince and Other Tales by Oscar Wilde | Island by Jason Chin & Jemmy Button by Alix Barzelay The Explorer by Katherine Rundell | Manfish by Jennifer Berne Great Adventurers by Alistair Humphreys | Sky Chasers by Emma Carroll |
| | Outcome Fiction: flashback story & Non-chronological report Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i> | Outcome Information/explanation/persuasion: hybrid booklet about an amazing animal & Recount: diary Greater Depth Write a Newsround TV style report about the tiger crisis | Outcome Fiction: retelling of a classic narrative from a character's point of view & Explanation Greater Depth Write the narrative from viewpoint the viewpoint of the special tree | Outcome Recount: journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion Greater Depth Include extracts from another genre <i>e.g., diary, interview, information</i> | Outcome Recount: biography of Jacques Cousteau & Fiction: adventure story Greater Depth Include a section entitled 'How Jacques Cousteau inspired me' | Outcome Fiction: adventure story from two different viewpoints & Recount: autobiography Greater Depth Include a section written from the viewpoint of another person |
| | Word | Word | Word Recognise vocabulary for formal speech and writing | Word | Word | Word Recognise vocabulary for formal speech and writing |
| | Sentence Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs | Sentence Recap: Use modal verbs or adverbs to indicate degrees of possibility | Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs | Sentence Use passive verbs | Sentence Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | Sentence Recognise structures for formal speech and writing, including subjunctive forms |
| | Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i> | Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i> | Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i> | Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms) | Text Use a wider range of devices to build cohesion | Text <i>Identify the audience and purpose for writing</i> <i>Choose the appropriate register</i> |
| | Punctuation Punctuate bullet points consistently Additional writing: Use a colon to introduce a list | Punctuation Recap: Use brackets, dashes or commas to indicate parenthesis | Punctuation Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently | Punctuation Use colons or dashes to mark boundaries between independent clauses | Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity | Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses |

**Objectives in italics are writing composition objectives*