

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year R	<p><b>The Something</b> by Rebecca Cobb</p> <p><b>Writing Outcomes:</b> Losing Story Sentences Animal Information Sentences</p>	<p><b>Star in the Jar</b> by Sam Hay</p> <p><b>Writing Outcomes:</b> Finding Story Sentences Poster Sentences</p>	<p><b>Juniper Jupiter</b> by Lizzie Stewart</p> <p><b>Writing Outcomes:</b> Superhero Sentences Letter Sentences</p>	<p><b>Little Red</b> by Bethan Woollvin</p> <p><b>Writing Outcomes:</b> Traditional Tale Sentences Instruction Sentences</p>	<p><b>The Extraordinary Gardener</b> by Sam Boughton</p> <p><b>Writing Outcomes:</b> Instruction Sentences Transformation Story Sentences</p>	<p><b>The Storm Whale</b> by Benji Davies</p> <p><b>Writing Outcomes:</b> Friendship Story Sentences Sea Creature Spine Poem Sentences</p>
YEAR 1	<p><b>Major Glad, Major Dizzy</b> by Jan Oak</p> <p><b>Writing Purposes and Outcomes:</b> <u>Narrative:</u> Discovery Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Messages <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>Rapunzel</b> by Bethan Woollvin</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> A Traditional Tale <u>Purpose:</u> To narrate <u>Audience:</u> <u>Instructions:</u> How to catch a witch <u>Purpose:</u> To instruct <u>Audience:</u></p>	<p><b>Hermelin</b> by Mini Grey</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> A Detective Story <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Letters <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>Where the Wild Things Are</b> by Maurice Sendak</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> A Portal Story <u>Purpose:</u> To narrate <u>Audience:</u> <u>Information:</u> Wild Things <u>Purpose:</u> To inform <u>Audience:</u></p>	<p><b>The Secret of Black Rock</b> by Joe Todd-Stanton</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> A Return Story <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Postcards <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>The Last Wolf</b> by Mini Grey</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> A Hunting Story <u>Purpose:</u> To narrate <u>Audience:</u> <u>Instructions:</u> Recipes <u>Purpose:</u> To instruct <u>Audience:</u></p>
Year 1	<b>Transcription</b>			<b>Composition</b>		
	<b>Spelling</b>	Handwriting		<b>Composition: structure and purpose</b>		<b>Vocabulary, grammar and punctuation</b>
	Sufficient evidence shows the ability to... □ Write from memory, simple dictated sentences containing the GPCs and words taught so far. □ Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.	Evidence: □ Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.		Sufficient evidence shows the ability to... □ Compose sentences orally before writing; talk about where the sentence begins and ends. □ Attempt to write appropriately to the task.		Sufficient evidence shows the ability to... □ Write sentences or sentence-like structures which can be clearly understood. □ Often use 'and' to join words and clauses.

	<ul style="list-style-type: none"> <li>□ Spell words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word.</li> <li>□ Spell most common exception words in the YR 1 spelling appendix.</li> <li>□ Recognise and spell a set of simple compound words.</li> <li>□ Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.</li> <li>□ Name the letters of the alphabet in order.</li> </ul>		<ul style="list-style-type: none"> <li>□ Capital letters formed correctly for some names of people, places and the days of the week.</li> <li>□ Some spaces are left between words, although inconsistent.</li> <li>□ Most letters sit on the line correctly.</li> </ul>		<ul style="list-style-type: none"> <li>□ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.</li> <li>□ Compose orally and write simple poems.</li> <li>□ Re-read writing to check it makes sense.</li> <li>□ Discuss own writing with others; make simple changes where suggested.</li> </ul>		<ul style="list-style-type: none"> <li>□ Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.</li> <li>□ Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.</li> <li>□ Sometimes include adjectives for description.</li> <li>□ Begin to use some features of Standard English e.g. I did.</li> </ul>	
YEAR 2	<p style="text-align: center;"><b>A River</b> by Marc Martin</p> <p><b>Writing Purposes and Outcomes:</b> <u>Narrative:</u> Circular Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Letter <u>Purpose:</u> To inform <u>Audience:</u></p>	<p style="text-align: center;"><b>The Night Gardener</b> by The Fan Brothers</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Setting Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Diary <u>Purpose:</u> To recount <u>Audience:</u></p>	<p style="text-align: center;"><b>The Bog Baby</b> by Jeanne Willis</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Finding Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Instructions:</u> How to build a habitat <u>Purpose:</u> To instruct <u>Audience:</u></p>	<p style="text-align: center;"><b>Grandad's Island</b> by Benji Davies</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Return Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Information:</u> Jungle Animals <u>Purpose:</u> To inform <u>Audience:</u></p>	<p style="text-align: center;"><b>The King Who Banned the Dark</b> by Emily Haworth-Booth</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Mistake Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Information:</u> How to be a Regal Leader <u>Purpose:</u> To inform <u>Audience:</u></p>	<p style="text-align: center;"><b>Rosie Revere</b> by Andrea Beaty</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Invention Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Explanation:</u> How a machine works <u>Purpose:</u> To explain <u>Audience:</u></p>		
Year 2	<b>Transcription</b>			<b>Composition</b>				
	<b>Spelling</b>		<b>Handwriting</b>		<b>Composition: structure and purpose</b>		<b>Vocabulary, grammar and punctuation</b>	
	Sufficient evidence shows the ability to...		Evidence: □ Holds pencil correctly.		Sufficient evidence shows the ability to...		Sufficient evidence shows the ability to...	

	<ul style="list-style-type: none"> <li>□ Write from memory, simple dictated sentences which include familiar words and GPCs.</li> <li>□ Spell common decodable two and three syllable words which include familiar graphemes.</li> <li>□ Accurately spell words with suffixes-ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.</li> <li>□ Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.</li> <li>□ Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.</li> <li>□ Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.</li> </ul>	<ul style="list-style-type: none"> <li>□ Writing is legible.</li> <li>□ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>□ Spacing is appropriate to the size of letters.</li> <li>□ Some letters are joined correctly, according to the school's handwriting approach.</li> </ul>	<ul style="list-style-type: none"> <li>□ Compose sentences orally. Use the drafting process to gather and write down ideas and key words.</li> <li>□ Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.</li> <li>□ Write about real events, maintaining form and purpose.</li> <li>□ Compose orally and write poetry in a variety of forms.</li> <li>□ Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.</li> </ul>	<ul style="list-style-type: none"> <li>□ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</li> <li>□ Co-ordinate sentences using and, or, but.</li> <li>□ Sometimes use subordination e.g. when, if, because.</li> <li>□ Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li>□ Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.</li> <li>□ Identify word classes: noun, adjective, verb and adverb.</li> <li>□ Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.</li> <li>□ Use appropriate features of Standard English.</li> </ul>		
YEAR 3	<p><b>The Iron Man</b> by Ted Hughes &amp; Chris Mould</p> <p><b>Writing Purposes and Outcomes</b></p> <p><u>Narrative:</u> Approach Threat Narrative</p> <p><u>Purpose:</u> To narrate</p> <p><u>Audience:</u></p>	<p><b>Fox</b> by Margaret Wild and Ron Brooks</p> <p><b>Writing Purposes and Outcomes</b></p> <p><u>Narrative:</u> Fable Narrative</p> <p><u>Purpose:</u> To narrate</p> <p><u>Audience:</u></p>	<p><b>Rhythm of the Rain</b> by Grahame Baker-Smith</p> <p><b>Writing Purposes and Outcomes</b></p> <p><u>Narrative:</u> Setting Narrative</p> <p><u>Purpose:</u> To narrate</p> <p><u>Audience:</u></p>	<p><b>Jemmy Button</b> by Valerio Vidali</p> <p><b>Writing Purposes and Outcomes</b></p> <p><u>Narrative:</u> Return Narrative</p> <p><u>Purpose:</u> To narrate</p> <p><u>Audience:</u></p> <p><u>Information:</u> Letters</p>	<p><b>Egyptology</b> by Dugald Steer</p> <p><b>Writing Purposes and Outcomes</b></p> <p><u>Narrative:</u> Egyptian Mystery Narrative</p> <p><u>Purpose:</u> To narrate</p> <p><u>Audience:</u></p>	<p><b>Into the Forest</b> by Anthony Browne</p> <p><b>Writing Purposes and Outcomes</b></p> <p><u>Narrative:</u> Lost Narrative</p> <p><u>Purpose:</u> To narrate</p> <p><u>Audience:</u></p>

	<u>Explanation:</u> How to capture the Iron Man <u>Purpose:</u> To explain <u>Audience:</u>	<u>Information:</u> Foxes <u>Purpose:</u> To inform <u>Audience:</u>	<u>Recount:</u> River Information Leaflet <u>Purpose:</u> To inform <u>Audience:</u>	<u>Purpose:</u> To recount <u>Audience:</u>	<u>Instructions:</u> Secret Diary <u>Purpose:</u> To recount <u>Audience:</u>	<u>Recount:</u> Newspaper Report <u>Purpose:</u> To recount <u>Audience:</u>
Year 3	<b>Transcription</b>			<b>Composition</b>		
	<b>Spelling</b>	<b>Handwriting</b>	<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>		
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</li> <li>□ Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.</li> <li>□ Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.</li> <li>□ Write words spelt ei, eigh or ey e.g. vein, weight, obey.</li> <li>□ Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here,hear; grown,groan.</li> <li>□ Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.</li> <li>□ Spell some words from the YR 3-4 statutory word list.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>□ Writing is legible.</li> <li>□ Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.</li> <li>□ Writing is usually spaced sufficiently so that ascenders and descenders do not meet.</li> <li>□ Appropriate letters are joined, according to the school's handwriting approach.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.</li> <li>□ Write to suit purpose, and show some features of the genre being taught.</li> <li>□ Create chronological narratives; write in sequence. Write simple beginning, middle, ending.</li> <li>□ With scaffold, organise sections broadly, within a theme.</li> <li>□ Use headings and subheadings to aid presentation.</li> <li>□ Describe characters, settings and /or plot in a simple way, with some interesting details.</li> <li>□ Evaluate own and others' writing, with direction; reread and check own writing; make changes.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.</li> <li>□ Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.</li> <li>□ Identify and use a range of prepositions.</li> <li>□ Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.</li> <li>□ Identify direct speech. Begin to use inverted commas for direct speech.</li> <li>□ Consolidate knowledge of word classes: noun, adjective, verb, adverb.</li> </ul>		

						<ul style="list-style-type: none"> <li>□ Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.</li> <li>□ Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.</li> </ul>
YEAR 4	<p><b>The Whale</b> by Vita Murrow</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Setting Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Newspaper Report <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>Leaf</b> by Sandra Dieckmann</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Outsider Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Information:</u> Polar Bears <u>Purpose:</u> To inform <u>Audience:</u></p>	<p><b>Arthur &amp; The Golden Rope</b> by Joe Todd-Stanton</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Myth Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Information:</u> Defeating a Viking monster <u>Purpose:</u> To inform <u>Audience:</u></p>	<p><b>The Lost Happy Endings</b> by Carol Ann Duffy</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Twisted Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Persuasion:</u> Letter <u>Purpose:</u> To persuade <u>Audience:</u></p>	<p><b>The Journey</b> by Francesca Senna</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Refugee Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Diary <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>Manfish</b> by Jennifer Berne</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Invention Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Jacques Cousteau Biography <u>Purpose:</u> To recount <u>Audience:</u></p>
Year 4	<b>Transcription</b>			<b>Composition</b>		
	<b>Spelling</b>	<b>Handwriting</b>		<b>Composition: structure and purpose</b>	<b>Vocabulary, grammar and punctuation</b>	
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.</li> <li>□ Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>□ Writing is legible.</li> <li>□ All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.</li> <li>□ Writing is spaced sufficiently so that ascenders and descenders do not meet.</li> </ul>		<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>□ Write to suit purpose and with a growing awareness of audience, using some appropriate features.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one Clause.</li> <li>□ Use a variety of connectives to join words and sentences e.g. or,</li> </ul>	

	<ul style="list-style-type: none"> <li>□ Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes -sion, -ous, -cian and -ly e.g. completely, basically.</li> <li>□ Write words spelt ch e.g. scheme, chemist, chef.</li> <li>□ Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.</li> <li>□ Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.</li> <li>□ Spell the majority of words from the YR 3-4 word list</li> </ul>	<ul style="list-style-type: none"> <li>□ Appropriate letters are joined consistently.</li> </ul>	<ul style="list-style-type: none"> <li>□ Organise writing into sections or paragraphs, including fiction and non-fiction.</li> <li>□ Appropriately use a range of presentational devices, including use of title and subheadings.</li> <li>□ Use dialogue, although balance between dialogue and narrative may be uneven.</li> <li>□ Describe characters, settings and plot, with some interesting details.</li> <li>□ Evaluate own and others' writing; proof read, edit and revise.</li> </ul>	<ul style="list-style-type: none"> <li>but, if, because, when, although. Use time connectives.</li> <li>□ Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he...</li> <li>□ Use expanded noun phrases and adverbial phrases to expand sentences.</li> <li>□ Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.</li> <li>□ Use inverted commas accurately for direct speech.</li> <li>□ Identify the correct determiner e.g. a, an, these, those.</li> <li>□ Usually use the past or present tense, and 1<sup>st</sup> / 3<sup>rd</sup> person, consistently.</li> </ul>		
YEAR 5	<p style="text-align: center;"><b>Where Once We Stood</b> by Christopher Riley and Martin Impey</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Exploration Narrative <u>Purpose:</u> To narrate <u>Audience:</u></p>	<p style="text-align: center;"><b>FARTHER</b> by Grahame Baker-Smith</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Setting Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Letter <u>Purpose:</u> To recount <u>Audience:</u></p>	<p style="text-align: center;"><b>The Hound of the Baskervilles</b> by Arthur Conan Doyle</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Cliff hanger Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Formal Event Report</p>	<p style="text-align: center;"><b>The Promise</b> by Nicola Davies</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Character Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Instructions:</u> Newspaper Report <u>Purpose:</u> To recount <u>Audience:</u></p>	<p style="text-align: center;"><b>The Lost Book of Adventure</b> compiled by Teddy Keen</p> <p><b>Writing Purposes and Outcomes:</b> <u>Narrative:</u> Survival Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Explanation:</u> Survival Guide</p>	<p style="text-align: center;"><b>King Kong</b> by Anthony Browne</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Dilemma Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Discussion:</u> Balanced Argument <u>Purpose:</u> To discuss <u>Audience:</u></p>

	<u>Recount</u> : Formal Report <u>Purpose</u> : To recount <u>Audience</u> :		<u>Purpose</u> : To inform <u>Audience</u> :		<u>Purpose</u> : To explain <u>Audience</u> :	
Year 5	Transcription			Composition		
	Spelling	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation		
	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write from memory, dictated sentences which include words from the ks2 curriculum.</li> <li>□ Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.</li> <li>□ Spell correctly words with letters which are not sounded e.g. knight, solemn.</li> <li>□ Use the hyphen to join a prefix to a root e.g. reenter.</li> <li>□ Spell some homophones from the YR 5-6 spelling appendix.</li> <li>□ Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>□ Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)</li> <li>□ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Discuss and develop initial ideas in order to plan and draft before writing.</li> <li>□ Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.</li> <li>□ Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)</li> <li>□ Use a range of presentational devices, including use of title, subheadings and bullet points.</li> <li>□ Use dialogue to indicate character and event.</li> <li>□ Describe characters, settings and plot, with growing precision.</li> <li>□ Find key words and ideas; begin to write a summary.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.</li> <li>□ Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.</li> <li>□ Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.</li> <li>□ Usually maintain correct tense.</li> <li>□ Begin to recognise active and passive voice.</li> <li>□ Identify and select determiners.</li> <li>□ Choose vocabulary and grammar to suit formal and informal writing, with guidance.</li> <li>□ Use vocabulary which is becoming more precise.</li> </ul>		

				□ Evaluate own and others' writing; with direction, proof read, edit and revise.	□ Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.	
YEAR 6	<p><b>Rose Blanche</b> by Roberto Innocenti</p> <p><b>Anne Frank</b> by Josephine Poole</p> <p><b>Writing Purposes and Outcomes</b> <u>Recount:</u> Diary <u>Purpose:</u> To recount <u>Audience:</u> <u>Recount:</u> Bravery Speech Award <u>Purpose:</u> To recount &amp; inform (hybrid) <u>Audience:</u></p>	<p><b>A Story Like the Wind</b> by Gill Lewis</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Flashback Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Newspaper Report <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>On the Origin of the Species</b> by Sabina Radeva</p> <p><b>Darwin: An Exceptional Voyage</b> by Fabien Grolleau &amp; Jeremie Royer</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Discovery Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Explanation:</u> Adaptation <u>Purpose:</u> To explain <u>Audience:</u></p>	<p><b>The Ways of the Wolf</b> by Smriti Prasadam-Halls</p> <p><b>The Wolves in the Wall</b> by Neil Gaiman</p> <p><b>Writing Purposes and Outcomes</b> <u>Recount:</u> First Person Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Discussion:</u> Balanced Argument <u>Purpose:</u> To discuss <u>Audience:</u> <u>Information Text:</u> Wolves <u>Purpose:</u> To inform <u>Audience:</u> <u>Narrative:</u> Suspense Narrative <u>Purpose:</u> To narrate <u>Audience:</u></p>	<p><b>Shackleton's Journey</b> by William Grill</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Endurance Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Recount:</u> Magazine Article <u>Purpose:</u> To recount <u>Audience:</u></p>	<p><b>Hansel &amp; Gretel</b> by Neil Gaiman</p> <p><b>Writing Purposes and Outcomes</b> <u>Narrative:</u> Dual Narrative <u>Purpose:</u> To narrate <u>Audience:</u> <u>Persuasion:</u> Letter <u>Purpose:</u> To persuade <u>Audience:</u></p>
Year 6	Transcription			Composition		
	Spelling	Handwriting		Composition: structure and purpose	Vocabulary, grammar and punctuation	

	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.</li> <li>□ Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.</li> <li>□ Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.</li> <li>□ Spell some challenging Homophones from the YR 5-6 spelling appendix.</li> <li>□ Spell the majority of words from the YR 5-6 statutory word list</li> </ul>	<p>Evidence:</p> <ul style="list-style-type: none"> <li>□ Writing is legible and fluent. (Quality may not be maintained at speed.)</li> <li>□ Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Discuss and develop ideas; routinely use the drafting process before and during writing.</li> <li>□ Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.</li> <li>□ Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.</li> <li>□ Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.</li> <li>□ Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.</li> <li>□ Integrate dialogue to convey character and advance the action.</li> <li>□ Describe characters, settings and atmosphere, with some precision.</li> <li>□ Summarise longer passages, when required.</li> <li>□ Evaluate own and others' writing; proof read, edit and revise.</li> </ul>	<p>Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> <li>□ Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.</li> <li>□ Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.</li> <li>□ Use modal verbs to indicate degrees of possibility.</li> <li>□ Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.</li> <li>□ Understand and use active and passive voice.</li> <li>□ Identify the subject and object.</li> <li>□ Identify synonym and antonym.</li> <li>□ Select vocabulary and grammar to suit formal and informal writing.</li> <li>□ Use vocabulary which is varied, interesting and precise.</li> <li>□ Use a dictionary and thesaurus to define words and expand vocabulary.</li> </ul>
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