

St John's CofE Primary Whole School Overview using the four purposes of writing and text types (narrative, recount, report, instructions, explanation, discussion).

| Whole school                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                       |                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                    |
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|                                                                                             | Autum1                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autum2                                                                                                                                | Spring1                                                                                                                                                                                        | Spring2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer1                                                                                                                                                                                                                                                                      | Summer2                                                                                                                                                                                                                                                                                            |
| YearR<br><br>Texts linked to PKC units for adult read aloud (NB not exhaustive)<br>PKC Unit | What makes me a Me?<br>Gruffalo<br>Here We Are by Oliver Jeffers<br>The Squirrels who Squabbled                                                                                                                                                                                                                                                                                                                                                                            | Brave and the Fox<br>Shackleton’s Journey by William Grill<br>Mr Gumpy’s Motor Car by John Burningham                                 | Whatever Next!<br>Meet the Planets                                                                                                                                                             | The Enormous Turnip<br>Oliver’s Vegetables / Fruit Salad<br>Jasper’s Beanstalk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Paddington at the Palace<br>The Queen’s Hat                                                                                                                                                                                                                                  | Jack and the Beanstalk<br>Gingerbread Man<br>Prometheus and the Fire<br>Aesop Fables – Hare and the Tortoise                                                                                                                                                                                       |
|                                                                                             | All About Me                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Transport                                                                                                                             | Space                                                                                                                                                                                          | Growing and Changing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Kings and Queens                                                                                                                                                                                                                                                             | Stories from the Past                                                                                                                                                                                                                                                                              |
| Writing opportunities for continuous provision                                              | <ul style="list-style-type: none"><li>Name writing</li><li>Scribing child’s voice on Gruffalo retelling</li></ul>                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"><li>Labelling Brave/fox</li><li>Dog sled dictation</li><li>Letter writing</li></ul>                 | <ul style="list-style-type: none"><li>Retelling of Whatever Next!</li><li>Planet information dictation</li><li>Space - dictation</li><li>Labelling astronaut</li></ul>                         | <ul style="list-style-type: none"><li>Instructions</li><li>Speech bubbles</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>RSVP to Queen’s invitation</li><li>Castle labelling</li><li>King John dictation</li></ul>                                                                                                                                              | <ul style="list-style-type: none"><li>Retelling of Jack and the Beanstalk</li><li>Wanted posters</li></ul>                                                                                                                                                                                         |
| YearR<br><br>GPS focus                                                                      | <ul style="list-style-type: none"><li>Be able to articulate that a sentence needs a subject (someone or something) and a verb (doing <b>or being</b> something).</li><li>Use simple sentences accurately in speech.</li><li>Identify the difference between statements and questions.</li><li>Write a simple sentence with a stop mark (full stop).</li><li>Recognise a stop mark (full stop).</li><li>Apply learned phonic code when attempting to spell words.</li></ul> |                                                                                                                                       |                                                                                                                                                                                                | NB in YR writing is taught discretely during the dictation element of SW lessons. Children should apply taught code knowledge. If they are writing a word that they do not have code knowledge for yet, ask them to use the code knowledge for the sound-spelling correspondences they already know and then say, ‘In this word, xx is spelt like this.’ For the sound-spelling correspondences they don’t know, yet. Write the sound-spelling correspondence for the child to copy. It is imperative that children learn to spell words correctly from the outset. |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                    |
| Y1<br><br>CYCLE A                                                                           | Entertain / inform<br><br>The Gruffalo - Julia Donaldson –narrative, 3 <sup>rd</sup> person, past tense<br><br>The Brother’s Grimm Hansel and Gretel illustrated by Anthony Browne – narrative, 3 <sup>rd</sup> person, past tense<br><br>Instructions to escape the witch (sentence dictation see progression non-fiction) NB see progression in non-fiction text document)                                                                                               | Entertain / Inform<br><br>Coming Home - Michael Morpurgo<br>Simple narrative of robin’s journey 1 <sup>st</sup> person, present tense | Entertain / inform -<br><br>The Tales of Peter Rabbit - Beatrix Potter – recount story<br>Instructions to escape McGreggor’s farm (taught)<br><br>choose other tales as appropriate for class. | Inform/ entertain<br><br>The Emperor’s New Clothes and The Little Mermaid Hans Christian Anderson –recount events to form short narratives and setting descriptions                                                                                                                                                                                                                                                                                                                                                                                                 | Entertain / inform<br><br>The Jungle Book – Rudyard Kipling (Ladybird Classics)<br>Setting descriptions<br>Simple 3 <sup>rd</sup> person narratives - recount stories<br><br>Linked to DT or other suitable learning – instructions 2 <sup>nd</sup> person, commands (apply) | Inform / entertain -<br><br>The Jungle Book – Rudyard Kipling (Ladybird Classics)<br>Simple 3 <sup>rd</sup> person narratives - recount stories.<br><br>Shakespeare: The Tempest (Orchard books) setting description.<br>Visual literacy<br><br>Y1 consolidation of simple and compound sentences. |

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| Poems to perform                                                              |                                                                                                                                                                                                                                                                                                                                                                                                | (Twas the Night Before Christmas— learn to perform)                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                      | (The Owl and the Pussycat— Edward Lear— learn to perform)                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| PKC simple reports<br>NB simple reports in KS1                                |                                                                                                                                                                                                                                                                                                                                                                                                | PKC Science – Human Body<br>Y1 simple dictation using existing code knowledge                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                      | PKC geography – The UK<br>Y1 simple sentences using existing code knowledge                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                               | PKC Science: plants<br>Y1 simple and compound sentences using and, but, so existing code knowledge                                                                                                                                                                                                                                                                                                                                 |
| Year 1 Writing outcomes                                                       | Narrative Instructions                                                                                                                                                                                                                                                                                                                                                                         | Narrative Setting description Simple report                                                                                                                                                                                                                                                                            | narrative – recount stories instructions                                                                                                                                                                                                                                                                                                                             | narrative – recount stories narrative – descriptions Simple report                                                                                                                                                                                                                           | narrative – recount stories narrative – descriptions Instructions                                                                                                                                                                                                                             | narrative – recount stories narrative – descriptions simple report                                                                                                                                                                                                                                                                                                                                                                 |
| Year 1<br>GPS focus— core learning to secure<br><br>KS1 CEW taught through SW | Simple sentences – emphasis on oral rehearsal and dictation.<br>Writing events in past tense. 3 <sup>rd</sup> person.<br>Know a sentence is a complete idea.<br>Identify statements and questions. Write commands (dictation)<br>2 <sup>nd</sup> person in instructions (dictation)<br><i>Ongoing: capital letter for names or people, places, days of week, months of year and pronoun I.</i> | Simple sentences – emphasis on oral rehearsal and dictation. 1 <sup>st</sup> person.<br>Writing events in present tense. Identify fragments orally— subject missing.<br>Know what a noun is recognize plurals.<br>Know what a verb is. Write statements.<br>Write questions.<br>Apostrophes for contraction (exposure) | Simple sentences—identify fragments orally – subject or verb missing, identify subject & verb.<br>Recognize verbs and tenses. All sentences begin with capital letter and end with appropriate stop mark.<br>Secure use of full stops and question marks.<br>2 <sup>nd</sup> person<br>Apostrophes for contraction (taught)<br>Apostrophes for possession (exposure) | Identify subject, object & verb – identify main clauses. Only verbs have different tenses.<br>Maintain tense throughout writing.<br>Sentence stems with and, but, so introduced.<br>2 <sup>nd</sup> person<br>Apostrophes for contraction (taught)<br>Apostrophes for possession (exposure)  | Identify simple and compound sentences.<br>Not all sentences are simple. Explain what a noun is. Explain what a verb is.<br>Explain that coordinating conjunctions ‘and’ links main clauses.<br>Apostrophes for contraction (applying)<br>Apostrophes for possession (exposure)               | Separate simple sentences from non-simple sentences. Secure use of capital letters and appropriate stop marks. Secure maintaining tense in a piece of writing.<br>Secure use of and to join two main clauses<br>Explain apostrophes for contraction (secure)<br><i>Secure use of capital letter for names or people, places, days of week, months of year and pronoun I.</i><br>Y1 consolidation of simple and compound sentences. |
| Y2                                                                            | Entertain / inform<br><br>Owl Babies – retell story present tense, setting description (consolidation for Y2)<br><br>Arabian Nights<br>Aladdin/Sinbad/Ali Baba – Usborne Illustrated<br>Arabia – recount extracts past tense & character description<br><br>Instructions                                                                                                                       | Inform / Entertain<br><br>A Christmas Carol – Charles Dickens (Real Reads) pdf version available<br><br>Narrative with character descriptions, (Y2 setting description, too) (taught)<br><br>retell extracts in 1 <sup>st</sup> person (letters for Y2)                                                                | Entertain / inform<br><br>Greek Myths<br>In the beginning and Pandora’s Box, Persephone and the Pomegranate Seeds – Geraldine McCaughrean (letters)<br><br>Narrative: recount (Y2 from reader’s viewpoint) 3 <sup>rd</sup> and 1 <sup>st</sup> person with two viewpoints<br><br>Character descriptions                                                              | Inform / entertain<br><br>Aesop’s Fables: The Wind and the Sun, The Wolf in Sheep’s Clothing<br>simple narratives (Y2 with simple speech – single character & character description)<br><br>Linked to DT or other suitable learning – instructions 2 <sup>nd</sup> person, commands (taught) | Entertain / inform<br><br>King Arthur – Andrew Matthews<br>recount extracts as narrative (Y2 with simple speech) 3 <sup>rd</sup> person narrative<br>Retell story extracts with character descriptions (apply) (speech Y2 dictation and setting description)<br>Letter from Arthur to friends | Inform / entertain<br><br>King Arthur – Andrew Matthews<br><br>Retell extracts (Y2 with simple speech – single character) Instructions – how to dress a knight (apply) with explanation element taught as dictation)<br><br>Shakespeare: Twelfth Night – character description and letter (1 week) visual literacy for overview of story<br><br>Y2 consolidation of all grammar features for KS1                                   |

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| poems to perform                                                                   |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                             | (On the Ning Nang Nong – Spike Milligan – learn to perform)                                                                                                          |                                                                                                                                             | (Duck’s Ditty - Kenneth Grahame Learn to perform)                                                                                   |                                                                                                                              |
| PKC<br>NB simple reports in KS1                                                    |                                                                                                                                                                                                                                                                                                | PKC science Human Body<br>Y2 dictated sentences – simple and compound (and, but, so)                                                                                        | Non-chronological report: Romans<br>Y2 write with compound sentences                                                                                                 |                                                                                                                                             | Non-chronological report: The Tudors<br>Y2 write with compound sentences, complex sentences with because, if, when commas in a list |                                                                                                                              |
| Year 2 Writing outcomes                                                            | narrative – 1 <sup>st</sup> person<br>Narrative - description instructions – 2 <sup>nd</sup> person                                                                                                                                                                                            | narrative recount – 1 <sup>st</sup> & 3 <sup>rd</sup> person<br>Letters<br>Simple Report                                                                                    | narrative – different viewpoints – 1 <sup>st</sup> and 3 <sup>rd</sup> person - description report: non chron                                                        | narrative – description & simple speech instructions                                                                                        | narrative – simple speech, retell story<br>Report: Non-chron                                                                        | narrative - description<br>Instructions<br>Letters                                                                           |
| Year 2<br><br>GPS focus – core learning to secure<br><br>KS1 CEW taught through SW | Identify and explain a main clause. Simple and compound sentences using and, but, so. Consistent tense in writing. Identify and write commands. 2 <sup>nd</sup> person                                                                                                                         | Identify present and past progressive<br>Identify speech in sentences. Identify commas in lists – noun phrases. Identify exclamations. Identify apostrophes for possession. | Complex sentences using because, if, when. Identify main and subordinate clause. Identify speech in sentences. Use exclamations. Use commas in lists – noun phrases. | Simple, compound, and complex sentences. Identify speech in sentences. Write speech by a single character. Use present and past progressive | Identify commas in lists and explain their purpose. Explain if a comma has replaced ‘and’ or ‘or’. Use apostrophes for possession.  | Explain why exclamation marks have been use. Explain apostrophes for possession.<br><br>Secure all grammar taught across KS1 |
| Y1                                                                                 | Sentence level (NB see KLI for full coverage)                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                                                                                                                      | Text type                                                                                                                                   | Narrative focus                                                                                                                     | Punctuation                                                                                                                  |
|                                                                                    | Simple sentences – subject, object, verb<br>Co-ordinating conjunctions: and, but, so<br>Compound sentences with and, but, so                                                                                                                                                                   |                                                                                                                                                                             |                                                                                                                                                                      | Simple narrative<br>Simple instructions<br>Simple report                                                                                    | Setting descriptions                                                                                                                | apostrophes for contraction                                                                                                  |
| Y2                                                                                 | Sentence level (NB see KLI for full coverage)                                                                                                                                                                                                                                                  |                                                                                                                                                                             |                                                                                                                                                                      | Text type                                                                                                                                   | Narrative focus                                                                                                                     | Punctuation                                                                                                                  |
|                                                                                    | Compound sentences with and, but, so<br>Complex sentences with because, if, when<br>Consistent tense: simple present and past, progressive / continuous present and past<br>Inverted commas for speech – single character<br>apostrophes – singular and exposure to plurals<br>commas in lists |                                                                                                                                                                             |                                                                                                                                                                      | Simple narrative<br>Simple instructions<br>Simple report<br>Simple letter                                                                   | Setting descriptions<br>Character descriptions                                                                                      | apostrophes for possession singular (secure) plural (exposure)                                                               |
|                                                                                    |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                             |                                                                                                                                                                      |                                                                                                                                             |                                                                                                                                     |                                                                                                                              |
| Y3                                                                                 | Entertain/ inform<br><br>Recount – 3 <sup>rd</sup> person biography of Clive King (dictation – see progression in non-fiction for elements)                                                                                                                                                    | Inform / explain / entertain<br><br>Stig of the Dump – Clive King<br><br>Letter from Barney to Stig when he goes missing                                                    | Entertain / inform<br><br>The Firework Maker’s Daughter (Philip Pullman) -                                                                                           | Inform / Entertain<br><br>The Firework Maker’s Daughter (Philip Pullman) -                                                                  | Entertain / inform<br><br>Recount – 3 <sup>rd</sup> person biography of Michael Morpurgo (apply)                                    | Entertain / inform/ discuss<br><br>Beowulf – Michael Morpurgo<br>Short story from character’s perspective based on Beowulf   |

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|                                                                                                          | <p><b>Stig of the Dump—Clive King</b><br/>(Focus on speech punctuation in reading lessons)</p> <p>Setting &amp; character description, 3<sup>rd</sup> person narrative with dialogue</p>                                                                |                                                                                                                                                                                                                                                                                                    | <p>Recount—3<sup>rd</sup> person biography of Philip Pullman (taught)</p> <p>instructions: how to wash an elephant (adverbial phrases)</p> <p>narrative recount extracts with speech punctuation (taught) carries over the half term</p>                                                              | <p>Narrative recount: character descriptions, 1<sup>st</sup> &amp; 3<sup>rd</sup> person narrative contd. from spring 1</p> <p>Letter to father recounting part of story</p> <p>(Ice Trap – Meredith Hooper read in reading lessons).</p>                            | <p><b>Beowulf—Michael Morpurgo (Anglo Saxons)</b><br/>Recount battle scene<br/>Retell stories 1<sup>st</sup> &amp; 3<sup>rd</sup> person with speech punctuation (apply)</p>                                                                                                  | <p><b>Shakespeare: Richard III</b><br/>(Orchard books then Marcia Williams for quotes)—1<sup>st</sup> person narrative letters)<br/><b>Visual literacy – to support story structure.</b> Learn quotes – introduction to playscripts.</p>                                                             |
| poems to perform                                                                                         |                                                                                                                                                                                                                                                         | (Jabberwocky—by Lewis Carroll Learn to perform)                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                       | (Jim – A Cautionary Tale—Hillarie Belloc Learn to perform)                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                      |
| <p>PKC</p> <p>NB reports with explanation element in LKS2</p>                                            |                                                                                                                                                                                                                                                         | <p><b>Geography</b> spatial sense: Compare London and San Francisco</p> <p>Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases</p>                                                                                                            |                                                                                                                                                                                                                                                                                                       | <p><b>History: Anglo Saxons People</b><br/>Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because)</p>                                                                        |                                                                                                                                                                                                                                                                               | <p><b>Science Rocks-</b> what can rocks tell a geologist about our planet?</p> <p>Compound sentences using full range of co-ordinating conjunctions. Independent use of prepositional and adverbial phrases. Complex sentences (when, before, while) writing expanded noun phrases independently</p> |
| Year 3 Writing outcomes                                                                                  | <p>recount – biography (dictation)<br/>narrative –3<sup>rd</sup> person<br/>narrative with setting and character description</p>                                                                                                                        | <p>narrative – 1<sup>st</sup> person with Letter<br/>Report with explanation (dictation)</p>                                                                                                                                                                                                       | <p>recount – biography (taught)<br/>instructions<br/>narrative – character descriptions &amp; simple dialogue</p>                                                                                                                                                                                     | <p>Narrative – character &amp; setting descriptions<br/>letter – 1<sup>st</sup> person<br/>explanation text (taught)</p>                                                                                                                                             | <p>Biography (apply)<br/>Narrative – plot points<br/>organized into paragraphs<br/>explanation text (apply)</p>                                                                                                                                                               | <p>Narrative – short story<br/>Intro to playscripts`</p>                                                                                                                                                                                                                                             |
| <p>Year 3</p> <p>GPS focus—core learning to secure</p> <p>LKS2 words and spellings taught through SW</p> | <p>Compound sentences with co-ordinating conjunctions<br/>Identify dialogue between two characters.<br/>Write dialogue between two characters (dictation - inverted commas, opening and closing punctuation).<br/><br/>Teach expanded noun phrases.</p> | <p>Write sentences which open with an adverbial phrase.<br/>Know the difference between a phrase and clause.<br/>Write expanded noun phrases.<br/>Recognize comma splices between main clauses.<br/>Identify rhetorical questions</p> <p>Secure layout of reports<br/>Secure layout of letters</p> | <p>Write dialogue between two characters (taught— inverted commas, opening and closing punctuation)<br/>Write sentences which open with a preposition that include WHEN an event occurred.<br/>Use complex sentences with conjunctions: when, before, while, so because.<br/>Rhetorical questions</p> | <p>Identify and explain a complex sentence.<br/>Write expanded noun phrases accurately.<br/>Awareness of relative pronouns who, whom, which, whose, that.<br/>Organise writing using complex sentences with conjunctions: when, before, while, so that, because.</p> | <p>Write dialogue between two characters (apply— inverted commas, opening and closing punctuation)<br/>Maintain consistent tense in whole piece of writing— simple present and past, present &amp; past progressive (continuous) and present perfect. SCHOOLS TO MAP THIS</p> | <p>Identify and use rhetorical questions accurately.</p> <p>Use one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude.<br/>Use present and past perfect<br/>NB SCHOOLS TO MAP WHERE TO COVER THESE.</p>                                                   |

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|                                                               | Identify sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Identify a phrase. Secure use of apostrophes for possessive singular and plural and apostrophes for contraction.                                                                               |                                                                                                                                                                                                                                                                                                                      | Awareness of relative pronouns who, whom, which, whose, that. NB relative clauses taught in UKS2. (not core learning)                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                     |
| <b>Y4</b>                                                     | <p>Entertain / inform</p> <p><b>Oliver Twist – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter)</b></p> <p><b>Recount: Biography</b> of Charles Dickens (taught)</p> <p>Narrative with dialogue (retell extracts) <b>Full speech punctuation-dialogue (taught)</b></p> | <p>Entertain / inform / explain</p> <p><b>Oliver Twist – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter)</b></p> <p>Retelling story extracts – short burst writing for letter (Y4 from an alternative perspective)</p> <p><b>Letter:</b> Fagin to Oliver from prison repenting</p> | <p>Entertain / inform</p> <p><b>Recount:</b> biography of Gillian Cross</p> <p><b>The Wooden Horse (Iliad) Gillian Cross (Marcia Williams for original quotes,</b></p> <p><b>Focus on speech punctuation in reading lessons</b></p> <p><b>Setting &amp; character description, 1<sup>st</sup> &amp; 3<sup>rd</sup> person narrative</b></p> | <p>Inform / Entertain</p> <p><b>Odyssey Geraldine McCaughrean and Emma Chichester</b></p> <p><b>Narrative – chapter ending with dialogue</b></p> <p><b>Speech punctuation-dialogue (dictation)</b></p> <p>Letter from Odysseus to Penelope recounting (some) adventures</p> | <p>Entertain / inform</p> <p><b>The Miraculous Journey of Edward Tulane by Kate DiCamillo</b></p> <p>Recount: biography of Kate DiCamillo (apply)</p> <p><b>Character descriptions, setting descriptions</b></p> | <p>Entertain / inform/ discuss</p> <p><b>The Miraculous Journey of Edward Tulane by Kate DiCamillo</b></p> <p><b>Short story : endings with suggestion beyond resolution with dialogue</b></p> <p><b>Shakespeare Julius Caesar - Narrative and speech (Andrew Matthews, then Marcia Williams for quotes) visual literacy for story outline.</b></p> |
| poems to perform                                              |                                                                                                                                                                                                                                                                                                         | Crying, my little one, footsore and weary – by Christina Rossetti Learn to perform                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                             | The Tyger – William Blake Learn to perform                                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                     |
| <p>PKC</p> <p>NB reports with explanation element in LKS2</p> |                                                                                                                                                                                                                                                                                                         | <p>History Report (non-chron) 2 wks: The Legacy of the ancient Greeks</p> <p>Independent writing – not dictated</p>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                             | <p>Geography-Describing Eastern Europe (Human and Physical) structuring in paragraphs using (SPO)</p>                                                                                                                                                                       |                                                                                                                                                                                                                  | <p>Science Explanation text: Changing states within the water cycle Controlled use of GPS detailed below</p>                                                                                                                                                                                                                                        |
| Year 4 Writing outcomes                                       | <p>recount – biography (dictation) 2wks</p> <p>narrative – 1<sup>st</sup> &amp; 3<sup>rd</sup> person 4wks</p>                                                                                                                                                                                          | <p>narrative – 1<sup>st</sup> and 3<sup>rd</sup> person (see GPS focus)</p> <p>report: non chron 2wks</p> <p>Letter 2 wks</p>                                                                                                                                                                                        | <p>Recount – biography (taught)</p> <p>Narrative character descriptions with dialogue (full speech punctuation)</p> <p>Recount – letter (see GPS focus)</p>                                                                                                                                                                                 | <p>3<sup>rd</sup> person narrative short story with formal and informal language</p> <p>1<sup>st</sup> person narrative letter (formal / informal taught)</p> <p>explanation text</p>                                                                                       | <p>Recount - biography (apply)</p> <p>Short story extracts with full speech punctuation and secure paragraphing</p> <p>Explanation</p>                                                                           | <p>Narrative – story ending with suggestion beyond resolution.</p> <p>Intro to playscripts</p> <p>Explanation</p>                                                                                                                                                                                                                                   |

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| Year 4 | GPS focus—<br>core learning to secure | LKS2 words and spellings taught through SW | Explain effective dialogue between two characters<br>Use sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase).<br>Controlled use of apostrophes for possessive singular and plural and apostrophes for contraction.<br>Review expanded noun phrases                                                                                                                                                                      | Write dialogue between two characters (dictation narration tag at beginning / end / middle)<br>Write sentences that open with an adverbial, phrase, present participle<br>Recognise and correct comma splices between main clauses.<br>Use comma with WHILE and YET when the conjunction joins two main clauses | Write dialogue between two characters (taught reporting clause at beginning / end / middle)<br>Identify when to begin a new paragraph time, place, subject, dialogue<br>Write sentences that open with a preposition WHEN / WHERE an event happened<br>Write complex sentences with varied prepositional and adverbial openings.<br>Identify embedded clauses.<br>Identify relative pronouns who, whom, which, whose, that. | Controlled use of expanded noun phrases.<br>Write with embedded clauses.<br>Write sentences with relative pronouns who, whom, which, whose, that.<br>Organise ideas into paragraphs by time, place, subject, dialogue. | Write dialogue between two characters (reporting clause at beginning / end / middle)<br>Maintain consistent tense in whole piece of writing—simple present and past, present & past progressive (continuous) and present and past perfect. SCHOOLS TO MAP THIS<br>X | Secure all grammar for LKS2<br><br>Use more than one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Secure use of present and past perfect<br>NB SCHOOLS TO MAP WHERE TO COVER THESE. |
|        |                                       |                                            | Sentence level (NB see KLI for full coverage)                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             | Text type                                                                                                                                                                                                              | Narrative focus                                                                                                                                                                                                                                                     | Punctuation                                                                                                                                                                                                                          |
| Y3     |                                       |                                            | Compound sentences with FANBOYS conjunctions<br>Sentences that open with adverbial / prepositional phrase.<br>Organise ideas<br>Identify when to begin a new paragraph<br>Know the difference between a phrase and clause.<br>Identify and explain complex sentence.<br>Consistent tense: simple present and past, present and past progressive (continuous) and present and perfect.<br>Simple dialogue.                                                          |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             | recount—biography<br>recount - letters<br>narrative—1 <sup>st</sup> and 3 <sup>rd</sup> person<br>explanation (builds from reports)<br>intro to playscripts                                                            | dialogue<br>speech punctuation                                                                                                                                                                                                                                      | inverted commas for speech<br>apostrophes for possession—singular and plural<br>commas after fronted adverbial                                                                                                                       |
|        |                                       |                                            | Sentence level (NB see KLI for full coverage)                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             | Text Type                                                                                                                                                                                                              | Narrative focus                                                                                                                                                                                                                                                     | Punctuation                                                                                                                                                                                                                          |
| Y4     |                                       |                                            | Secure use of adverbial and prepositional phrases at the beginning of sentences.<br>Identify when to begin a new paragraph.<br>Explain when to begin a new paragraph.<br>Organise ideas in to paragraphs according to time, place, subject, dialogue.<br>Identify expanded noun phrases that contain a relative pronoun<br>Secure consistent tense: simple present and past, present and past progressive (continuous) and present and perfect.<br>Secure dialogue |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             | recount—biography<br>recount - letters<br>narrative—1 <sup>st</sup> and 3 <sup>rd</sup> person<br>explanation<br>playscripts                                                                                           | dialogue integrated in narrative.<br>secure speech punctuation                                                                                                                                                                                                      | full speech punctuation<br>identify and correct comma splices<br>use comma after present participle opener (ing)                                                                                                                     |
|        |                                       |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                      |
| Y5     |                                       |                                            | Entertain / inform/ discuss                                                                                                                                                                                                                                                                                                                                                                                                                                        | Inform / discuss                                                                                                                                                                                                                                                                                                | Entertain / inform / discuss                                                                                                                                                                                                                                                                                                                                                                                                | Entertain / Discuss /                                                                                                                                                                                                  | Entertain / inform                                                                                                                                                                                                                                                  | Entertain / Discuss / Inform                                                                                                                                                                                                         |
|        |                                       |                                            | Noughts & Crosses – Malorie Blackman<br><br>Recount: biography Of Malorie Blackman<br>Recount: narrative extracts with dialogue                                                                                                                                                                                                                                                                                                                                    | Noughts and Crosses – Malorie Blackman<br><br>Discussion: balanced argument (taught) - use learning from character descriptions                                                                                                                                                                                 | The Lion, the Witch and the Wardrobe – C.S. Lewis<br><br>Recount: biography Of C.S. Lewis<br><br>(Character descriptions and analysis in reading lessons—                                                                                                                                                                                                                                                                   | The Lion, the Witch and the Wardrobe – C.S. Lewis<br><br>Discussion: balanced argument (taught) Edmund—good or bad?—use learning from character descriptions                                                           | Journey to the River sea – Eva Ibbotson<br><br>Recount: biography Of Eva Ibbotson<br><br>Chapter summaries (part of reading lessons)                                                                                                                                | Journey to the River sea – Eva Ibbotson<br><br>Narrative—Miss Minton's journey<br><br>Discussion: book review                                                                                                                        |

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|                                                                                                   | (Character descriptions and analysis in reading lessons to use in balanced argument.)                                                                                                                                                 |                                                                                                                                                           | changing perspectives to use in balanced argument.)<br><br>Recount: narrative from different viewpoints recounting events—short story.                                                          |                                                                                                                                                                  | Recount: letter from Maia to friend describing her journey along the Amazon River (informal tone, descriptive vocabulary)<br><br>Recount: narrative—Miss Minton's journey—begin and continue over half term | Macbeth—William Shakespeare/ Andrew Matthews<br><br>(Act IV, Scene I The Three Weird Sisters—Shakespeare Learn to perform)<br><br>Visual literacy element              |
| poems to perform                                                                                  |                                                                                                                                                                                                                                       | The Listeners - by Walter de la Mare                                                                                                                      |                                                                                                                                                                                                 | The Schoolboy—William Blake Learn to perform)                                                                                                                    |                                                                                                                                                                                                             |                                                                                                                                                                        |
| PKC<br>NB reports with discussion element in UKS2                                                 |                                                                                                                                                                                                                                       | History report: Baghdad Dictated passive and active voice. Dictated use of punctuation around embedded clauses.                                           | History discussion essay: What motivated Britain to build an empire? Write relative clauses. Use punctuation around embedded clauses. Formal language.                                          | Geography Discussion essay: The landscape of England is very similar. Do you agree? Applying relative clauses. Use punctuation around embedded clauses.          |                                                                                                                                                                                                             | Science: How do astronomers think the universe started and what has happened since?<br><br>Controlled use of relative clauses and punctuation around embedded clauses. |
| Year 5 Writing outcomes                                                                           | Recount: biography<br><br>Narrative with dialogue                                                                                                                                                                                     | Discussion: balanced argument (dictation)<br><br>Report: (history)                                                                                        | Recount: biography<br>Recount: narrative with viewpoint—short story<br>Discussion report (history)                                                                                              | Discussion: balanced argument (taught)<br>Discussion report (geography)                                                                                          | Recount: letter informal<br>Narrative with formal dialogue<br>Build up to own story<br>Report: nonfiction (history)                                                                                         | Playscripts & dialogue<br>Narrative<br>Letters / diaries<br>Report: Book review<br>Playscripts                                                                         |
| Year 5<br><br>GPS focus—core learning to secure<br><br>UKS2 words and spellings taught through SV | Securing speech punctuation with narrative tags at beginning, middle and end.<br>Identify relative clauses (dictation)<br>Identify punctuation around embedded clauses (dictation)<br>Identify passive voice<br>Identify active voice | Identify passive voice<br>Identify active voice<br>Identify formal and informal language                                                                  | Identify passive voice<br>Explain active voice<br>Use formal and informal language<br>Identify modal verbs<br>Use relative clauses (taught)<br>Use punctuation around embedded clauses (taught) | Identify subjunctive (conditional only)<br>Use modal verbs<br>Identify bias and opinion.<br>Use relative clauses and punctuation around embedded clauses (apply) | Use passive voice<br>Use conditional subjunctive<br>Modal verbs<br>Controlled use of speech punctuation                                                                                                     | Use conditional subjunctive<br>Controlled use of relative clauses and punctuation around embedded clauses                                                              |
| Y6                                                                                                | Discuss / Inform / Entertain<br>Dystopian novel<br><br>Recount: biography of Ross Welford<br><br>The 1,000 year-old-boy – Ross Welford                                                                                                | Inform / Discuss / Persuade<br><br>The 1,000 year-old-boy – Ross Welford<br><br>Character descriptions<br>1 <sup>st</sup> person narrative—(perspectives) | Entertain / persuade / inform<br><br>The Boy in the Striped Pyjamas – John Boyne<br><br>Recount: biography of John Boyne                                                                        | Entertain / Inform / Discuss<br><br>The Boy in the Striped Pyjamas – John Boyne<br><br>narrative from different viewpoints recounting events short story         | Explain / Inform/ Entertain<br><br>Recount: Life and times of George Orwell<br><br>Animal Farm – George Orwell<br>Chapter summaries (part of reading lessons)                                               | Discuss / Entertain/ Inform<br><br>Animal Farm – George Orwell<br>Recount: diary entry/ies from character/s.<br>Analysis essay & book review                           |

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|                                                                                                              | Narrative extracts with dialogue<br>Character descriptions<br><br>Discussion: balanced argument - (dictation)                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                      | Narratives—1 <sup>st</sup> and 3 <sup>rd</sup> person                                                                                                                    |                                                                                                                                                                                                                                      | Securing GPS.                                                                                                        | Romeo and Juliet –<br>Shakespeare / Andrew Matthews<br>Learn prologue to perform<br>Visual literacy                                                            |
| poems to perform                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | WWI poets – Rupert Brook, Siegfried Sassoon, Wilfred Owen schools to choose                                                                                                                          |                                                                                                                                                                          | (I wandered lonely as a cloud –Wordsworth learn to perform.)                                                                                                                                                                         |                                                                                                                      |                                                                                                                                                                |
| PKC<br>NB reports with discussion element in UKS2                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Explanation text: How the circulatory system works                                                                                                                                                   | Discussion text: The suffragettes history biography of Emmeline Pankhurst                                                                                                | Geography: North America is a large and diverse continent. Explain why a geographer might say this.<br><br>Use subjunctive form for opinion.<br><br>If mixed, Y5 applying relative clauses. Use punctuation around embedded clauses. |                                                                                                                      | Non-chronological report: Cold War<br><br>Secure use of KS2 GPS<br><br>If mixed, Y5 controlled use of relative clauses and punctuation around embedded clauses |
| Year 6 Writing outcomes                                                                                      | Recount: biography<br>Narrative with dialogue (formal and informal tone)<br>Discussion: balanced argument (formal)—continues next half term.                                                                                                                                                                                                                                                                                                                                                                                                                           | 1 <sup>st</sup> person narrative<br>persuasion: letter<br>Explanation text (science)                                                                                                                 | Recount: biography<br>1 <sup>st</sup> & 3 <sup>rd</sup> person narrative<br>dialogue and characters' perspectives (more than one)<br>report discussion from history unit | Narrative with viewpoint—short story<br>Report: discussion from geography unit                                                                                                                                                       | Recount: biography<br>Report: discussion Cold War (history)                                                          | Narrative<br>Discussion—analysis essay<br>Report: book review<br>Play scripts                                                                                  |
| Year 6<br><br>GPS focus—core learning to secure<br><br>Secure all UKS2 words and spellings taught through SW | Secure multi-clause sentences and associated punctuation<br>Secure punctuation around embedded clauses<br><br>Identify and write multi-clause compound sentences joined with <b>two different co-ordinating conjunctions</b><br>Identify and write multi-clause complex sentences joined with <b>two different subordinating conjunctions</b><br>Identify and write multi-clause complex sentences joined with <b>one subordinating conjunction and one co-ordinating conjunction</b><br>Identify and write a <b>combination</b> of sentence types to avoid repetition | Reported speech (dictation)<br>Review direct speech with reporting clause at beginning, embedded and end.<br>Secure formal an informal tone<br>Use active and passive voice<br>Review layout devices | Reported speech (taught)<br>Secure persuasive devices<br>Secure formal an informal tone<br>Use active and passive voice<br>Controlled use of layout devices              | Reported speech (apply)<br>Subjunctive—opinion, belief, purpose, intention, desire (dictation)<br>modal verbs<br>Controlled use of layout devices                                                                                    | Subjunctive—opinion, belief, purpose, intention, desire (taught)<br>Secure all KS2 grammar, punctuation and spelling | Subjunctive—opinion, belief, purpose, intention, desire (apply)<br><br>Secure all KS2 grammar, punctuation and spelling                                        |

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|    | Identify and write simple sentences to <b>enhance the mood</b> and/or <b>add emphasis</b>                                                                                                                                                                                                                                                                                                            |  |  |                                                                                                                                                                      |                                                                                                                                                           |                                                                                                                                            |
| Y5 | <b>Sentence level (NB see KLI for full coverage)</b>                                                                                                                                                                                                                                                                                                                                                 |  |  | <b>Text type</b>                                                                                                                                                     | <b>Narrative focus</b>                                                                                                                                    | <b>Punctuation</b>                                                                                                                         |
|    | Sentences that open with subordinate clauses.<br>Sentences containing relative clauses.<br>Sentences that open with adverbials indicating, when, where, how and why events occurred.<br>Sentences that contain phrases.<br>Identify and explain when to use modal verbs.<br>Secure tense use: simple, progressive / continuous and perfect forms.<br>Use subjunctive form for conditional sentences. |  |  | recount—biography & letters<br>narrative with dialogue<br>discussion - balanced<br>argument<br>discussion—non-fiction essay<br>discussion—book review<br>playscripts | formal and informal tone<br>beginning to use passive voice<br>subjunctive form—conditional<br>more than one viewpoint<br>dialogue integrated in narrative | semi colons to separate phrases in a list<br>colon to introduce a list<br>use brackets, commas, dashes for parenthesis                     |
| Y6 | <b>Sentence level (NB see KLI for full coverage)</b>                                                                                                                                                                                                                                                                                                                                                 |  |  | <b>Text Type</b>                                                                                                                                                     | <b>Narrative focus</b>                                                                                                                                    | <b>Punctuation</b>                                                                                                                         |
|    | Complex sentences with more than two main clauses.<br>Use reported speech<br>Use subjunctive form for sentences that include opinion, belief, purpose, intention or desire.<br>Identify and explain how hyphens can be used to avoid ambiguity.<br>Mark the boundary between independent clauses using semi-colon, colon and dashes                                                                  |  |  | recount—biography & letters<br>narrative with dialogue<br>discussion - balanced<br>argument<br>discussion—non-fiction essay<br>discussion—book review<br>playscripts | formal and informal tone<br>controlled use of passive voice<br>subjunctive form—<br>controlled use of dialogue in narrative                               | semi colons to join two main clauses<br>colon to give additional information<br>controlled use of brackets, commas, dashes for parenthesis |
|    |                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |                                                                                                                                                                      |                                                                                                                                                           |                                                                                                                                            |