



Pathways to **Write**

Unit Overviews Set 1 and 2: EYFS to Year 6

St Matthews CofE Primary School Overview of texts

Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Gingerbread Man by Mara Alperin	The Three Little Pigs by Mara Alperin (Cycle B)	Let's All Creep Through Crocodile Creek by Jonny Lambert (Cycle B)	Something Else by Kathryn Cave (Set 2)	Gigantosaurus by Jonny Duddle (Cycle B)	Supertato by Sue Hendra (Cycle A)
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett (Set 1)	The Lion Inside by Rachel Bright (Set 1)	Beegu by Alexis Deacon (Set 2)	Someone Swallowed Stanley by Sarah Roberts (Set 2)	Goldilocks and Just the One Bear by Leigh Hodgkinson (Set 1)
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look Up! by Nathan Bryon (Set 2)	The Owl Who Was Afraid of the Dark by Jill Tomlinson (Set 1)	The Dragon Machine by Helen Ward (Set 1)	My Name is Not Refugee by Kate Milner (Set 2)	The Last Wolf by Mini Grey (Set 1)	Grandad's Secret Giant by David Litchfield (Set 1)
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman (Set 1)	Winter's Child by Graham Baker-Smith (Set 1)	Stone Age Boy by Satoshi Kitamura (Set 1)	The Silence Seeker by Ben Morley (Set 2)	Amazing Rivers by Julie Vosburgh Agnone (Set 2)	Zeraffa Giraffa by Dianne Hofmeyr (Set 1)
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Counting on Katherine by Helaine Becker (Set 2)	Leon and the Place Between by Graham Baker-Smith (Set 1)	Escape from Pompeii by Christina Balit (Set 1)	Wisp by Zana Fraillon (Set 2)	Alba the Hundred Year Old Fish by Lara Hawthorne (Set 2)	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar) (Set 2)
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Race to the Frozen North by Catherine Johnson/ Young, Gifted and Black by Jamia Wilson (Set 2)	Beowulf by Michael Morpurgo (Set 2)	Arthur and the Golden Rope by Joe Todd-Stanton (Set 1)	The Darkest Dark by Chris Hadfield (Set 1)	The Brilliant Deep by Kate Messner (Set 2)	Radiant Child by Javaka Steptoe (Set 1)
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt (Set 1)	The Place for Me: Stories About the Windrush Generation by K.N. Chimbiri (Set 2)	The Selfish Giant by Oscar Wilde and Ritva Voutilainen (Set 1)	The Day War Came by Nicola Davies (Set 2)	Manfish by Jennifer Berne (Set 1)	Sky Chasers by Emma Carroll (Set 1)

EYFS Texts and Outcomes

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>The Gingerbread Man</i> by Mara Alperin	To use story images to join in with key events and phrases in a re-telling of the story – some pupils may choose to draw/mark make some of the story	3- and 4-year-olds Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing
	To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening	Children in reception Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Autumn 2 <i>The Three Little Pigs</i> by Mara Alperin	To create a representation of a favourite character in the story. To say which character it is and express some information about the character	3- and 4-year-olds Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing
	To label a plan and attempt to write a simple caption	Children in reception Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Spring 1 <i>Let's all Creep through Crocodile Creek</i> by Jonny Lambert	To draw/make a crocodile and be able to describe some of its features to a familiar adult	3- and 4-year-olds Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	3- and 4-year-olds Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some or all of their name
	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Children in reception Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
Spring 2 <i>Something Else by</i> Kathryn Cave	Pupils to orally retell the story using puppets.	3- and 4-year-olds Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some or all of their name
	To orally retell the story and retell a shortened version.	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Children in reception Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 <i>Gigantosaurus</i> by Jonny Duddle	To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	Children in reception Articulate their ideas and thoughts in well-formed sentences Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition	Children in reception Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Children in reception Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Summer 2 <i>Supertato</i> by Sue Hendra	To sequence images depicting key events in the story and use the images to retell the basic storyline	3- and 4-year-olds Know many rhymes, be able to talk about familiar books, and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	3- and 4-year-olds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary	3- and 4-year-olds Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Children in reception Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Lost and Found by Oliver Jeffers Outcome Fiction: write an adventure story Greater Depth Change the setting and characters of the story	Nibbles: The Book Monster by Emma Yarlett Outcome Recount: write a diary entry based on Nibbles' adventures Greater Depth Add a new adventure based on a previously read text	The Lion Inside by Rachel Bright Outcome Fiction: write a journey story Greater Depth Change both animals in the story	Beegu by Alexis Deacon Outcome Fiction: write own version of the story Greater Depth Write the story in first person	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck Outcome Non-fiction: write information about sea animals Greater Depth Includes sections on how to protect them	Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome Fiction: write a traditional story with a new character Greater Depth Change the character/setting Extension: Non-chron. report

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Use plural noun suffixes -s and -es	Use plural noun suffixes -s and -es	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-
	Word					
	Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
	Combine words to make sentences	Join words using <i>and</i>	Join words and clauses using <i>and</i>	Join words and clauses using <i>and</i>	Join words and clauses using <i>and</i>	Join words and clauses using <i>and</i> Use simple description
	Text	Text	Text	Text	Text	Text
		Sequence sentences (link ideas or events by pronoun)				Sequence sentences to form short narratives (link ideas or events by pronouns)
	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation
	Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	Look Up! By Nathan Bryon Outcome Recount: write a diary entry Greater Depth Draw on wider reading to inform vocabulary choices	The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book) Outcome Non-chronological report: write a fact sheet about owls Greater Depth Alter the layout to include own subheadings and extra features	Dragon Machine by Helen Ward Outcome Fiction: write an adventure story with change of character and machine Greater Depth Story written in first person	My Name is Not Refugee by Kate Milner Outcome Recount: write a recount of events from character's point of view Greater Depth Include how the other characters felt	The Last Wolf by Mini Grey Outcome Letter: write a letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Grandad's Secret Giant by David Litchfield Outcome Fiction: write a story with a moral focus Greater Depth Story from the point of view of the giant

Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
		Add -ly to turn adjectives into adverbs			Add -er and -est to adjectives Use homophones and near homophones	Add suffixes to spell longer words (e.g -ment, -ful)
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Use subordination (apply <i>because, when; introduce that</i>)	Sentence Use subordination (<i>if, that</i>)	Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently (some progressive)
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly - introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly - apostrophes for contracted forms	Punctuation Use punctuation correctly - apostrophes for contracted forms

Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Stone Age Boy by Satoshi Kitamura	The Silence Seeker by Ben Morley	Amazing Rivers by Julia Vosburgh Agnone	Zeraffa Giraffa by Dianne Hofmeyr
	Outcome Recount: write a letter in role recounting events of the story Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Outcome Fiction: write a fantasy story based on a fable Greater Depth Narrative from a different point of view	Outcome Fiction: write a historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age	Outcome Fiction: rewrite the story in third person with dialogue Greater Depth Write the story in first person	Outcome Persuasion: write an information board to persuade people to take care of rivers Greater Depth Add an additional paragraph to the board to engage reader	Outcome Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Use a or an according to whether the next word begins with a vowel or consonant	Use a or an according to whether the next word begins with a vowel or consonant	Form nouns with a range of prefixes		Use a or an according to whether the next word begins with a vowel or consonant	
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence	Word Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures
	Text Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	Text In narratives, create characters, settings and plot	Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Text Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation	Punctuation

**Objectives in italics are writing composition objectives*

Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	Counting on Katherine by Helaine Becker	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)	Escape from Pompeii by Christina Balit	Wisp: A Story of Hope by Zana Fraillon Home by Carson Ellis Dreams of Freedom by Amnesty International	Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)
	Outcome Non-fiction: write a fact file Greater Depth Include quotes	Outcome Recount: write a diary from Leon's point of view Greater Depth Write from Abdul Kazam's point of view	Outcome Fiction: write a historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Outcome Fiction: write a narrative from the character's point of view Greater Depth Include a diary entry	Outcome Non-fiction: write an information board Greater Depth Include a graphic and voiceover	Outcome Fiction: write a playscript for a part of the story Greater Depth Include omens and use weather to reflect the mood

Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Use Standard English forms for verb inflections	Use Standard English forms for verb inflections		Recognise the grammatical difference between plural and possessive 's'	
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i>	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Text Organise paragraphs around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation

Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	Young, Gifted and Black by Jamia Wilson Race to the Frozen North: The Matthew Henson Story by Catherine Johnson Outcome Recount: write a series of diary entries Greater Depth Series of diary entries including her viewpoint on other characters	Beowulf by Michael Morpurgo Outcome Fiction: write a further adventure Greater Depth Invent their own monster and include motives and viewpoint	Arthur and the Golden Rope by Joe Todd-Stanton Outcome Fiction: write a myth, creating characters and settings Greater Depth Tell the myth from an alternative viewpoint	The Darkest Dark by Chris Hadfield Outcome Recount: write a formal biography of Chris Hadfield Greater Depth Include an extra section in informal first person	Brilliant Deep by Kate Messner and Matthew Forsythe Outcome Persuasion/information: write an information leaflet Greater Depth Authorial choices on sections of text and layout	Radiant Child by Javaka Steptoe Outcome Non-fiction: write an information text for a gallery Greater Depth Plan own layout and structure for gallery information

Year 5 Mastery Keys

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use modal verbs to indicate degrees of possibility	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Text Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation

Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives	Selfish Giant by Oscar Wilde	The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann	Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys	Sky Chasers by Emma Carroll
	Outcome Fiction: write a flashback story & non-chronological report Greater Depth To write a narrative with a flashback including a section in recount genre e.g. <i>diary, letter, eye-witness account</i>	Outcome Information/recount/explanation: write a hybrid leaflet Greater Depth Write extra sections about other periods	Outcome Fiction: retell a classic narrative from a character's point of view & Explanation Greater Depth Write the narrative from the viewpoint of the special tree	Outcome Persuasion: write a letter to raise awareness Greater Depth Choose the form and the audience	Outcome Recount: write a biography of Jacques Cousteau & Fiction: adventure story Greater Depth Include a section entitled 'How Jacques Cousteau inspired me'	Outcome Fiction: write an adventure story from two different viewpoints & Recount: autobiography Greater Depth Include a section written from the viewpoint of another person

Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
	Punctuation Punctuate bullet points consistently	Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)	Punctuation Use semi-colons to mark boundaries between independent clauses	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses

**Objectives in italics are writing composition objectives*