

Yearly whole school overview of writing with text types linked to the reading canon

Whole school						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	What makes me a Me? The Gruffalo Here We Are The Squirrels who Squabbled Funnybones	Brave and the Fox Shackleton’s Journey Mr Gumpy’s Motor Car The Trainride	Whatever Next! Meet the Planets How to Catch a Star	The Enormous Turnip Oliver’s Vegetables / Fruit Salad Jasper’s Beanstalk The Very Hungry Caterpillar Once there were Giants	Paddington at the Palace The Queen’s Hat Katie in London	Jack and the Beanstalk Prometheus and the Fire Aesop Fables – Hare and the Tortoise Anansi and the Spider George and the Dragon
Writing opportunities for continuous provision	<ul style="list-style-type: none"> Name writing Scribing child’s voice on Gruffalo retelling 	<ul style="list-style-type: none"> Labelling Brave/fox Dog sled dictation Letter writing 	<ul style="list-style-type: none"> Retelling of Whatever Next! Planet information dictation Space - dictation Labelling astronaut 	<ul style="list-style-type: none"> Instructions Speech bubbles 	<ul style="list-style-type: none"> RSVP to Queen’s invitation Castle labelling King John dictation 	<ul style="list-style-type: none"> Retelling of Jack and the Beanstalk Wanted posters
Year R GPS focus	<ul style="list-style-type: none"> Be able to articulate that a sentence needs a subject (someone or something) and a verb (doing or being something). Use simple sentences accurately in speech. Identify the difference between statements and questions. Write a simple sentence with a stop mark (full stop). Recognise a stop mark (full stop). Apply learned phonic code when attempting to spell words. 			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.		
Y1/2 CYCLE A	Entertain / inform The Gruffalo - Julia Donaldson – narrative, 3 rd person, past tense (Y2 include character, too) The Brother’s Grimm Hansel and Gretel illustrated by Anthony Browne – narrative, 3 rd person, past tense (dictation) Instructions to escape the witch (dictation)	Entertain / Inform Coming Home - Michael Morpurgo Simple narrative of robin’s journey 1 st person, present tense (Y2 include character descriptions, too, letters for Y2 - dictation)	Entertain / inform - The Tales of Peter Rabbit - Beatrix Potter – recount story (Y1 simple sequencing, Y2 reader’s viewpoint letter) Instructions to escape McGreggor’s farm (taught) choose other tales as appropriate for class.	Inform/ entertain The Emperor’s New Clothes and The Little Mermaid Hans Christian Anderson – recount events to form short narratives and setting descriptions (Y2 include character description and simple speech – single character)	Entertain / inform The Jungle Book – Rudyard Kipling (Ladybird Classics) Setting descriptions (Y2 with simple speech and include character, too) Simple 3 rd person narratives - recount stories Linked to DT or other suitable learning – instructions 2 nd person, commands (apply)	Inform / entertain - The Jungle Book – Rudyard Kipling (Ladybird Classics) Simple 3 rd person narratives - recount stories. (Y2 simple speech) Shakespeare: The Tempest (Orchard books) setting description. Visual literacy Y2 consolidation of all grammar features for KS1 Y1 consolidation of simple and compound sentences.
	Poems to perform		(Twas the Night Before Christmas – learn to perform)		(The Owl and the Pussycat – Edward Lear – learn to perform)	

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

<p>Year 2</p> <p>GPS focus – core learning to secure</p> <p>KS1 CEW taught through SW</p>	<p>Identify and explain a main clause. Simple and compound sentences using and, but, so. Consistent tense in writing. Identify and write commands. 2nd person</p>	<p>Identify present and past progressive Identify speech in sentences. Identify commas in lists – noun phrases. Identify exclamations. Identify apostrophes for possession.</p>	<p>Complex sentences using because, if, when. Identify main and subordinate clause. Identify speech in sentences. Use exclamations. Use commas in lists – noun phrases.</p>	<p>Simple, compound, and complex sentences. Identify speech in sentences. Write speech by a single character. Use present and past progressive</p>	<p>Identify commas in lists and explain their purpose. Explain if a comma has replaced ‘and’ or ‘or’. Use apostrophes for possession.</p>	<p>Explain why exclamation marks have been use. Explain apostrophes for possession.</p> <p>Secure all grammar taught across KS1</p>
<p>Y1</p>	<p>Sentence level (NB see KLI for full coverage)</p>			<p>Text type</p>	<p>Narrative focus</p>	<p>Punctuation</p>
	<p>Simple sentences – subject, object, verb Co-ordinating conjunctions: and, but, so Compound sentences with and, but, so</p>			<p>Simple narrative Simple instructions Simple report</p>	<p>Setting descriptions</p>	<p>apostrophes for contraction</p>
<p>Y2</p>	<p>Sentence level (NB see KLI for full coverage)</p>			<p>Text type</p>	<p>Narrative focus</p>	<p>Punctuation</p>
	<p>Compound sentences with and, but, so Complex sentences with because, if, when Consistent tense: simple present and past, progressive / continuous present and past Inverted commas for speech – single character apostrophes – singular and exposure to plurals commas in lists</p>			<p>Simple narrative Simple instructions Simple report Simple letter</p>	<p>Setting descriptions Character descriptions</p>	<p>apostrophes for possession singular (secure) plural (exposure)</p>
<p>Y3/4</p> <p>CYCLE A</p>	<p>Entertain/ inform</p> <p>Recount – 3rd person biography of Clive King (dictation – see progression in non-fiction for elements)</p> <p>Stig of the Dump – Clive King (Focus on speech punctuation in reading lessons)</p> <p>Setting & character description, 1st & 3rd person narrative</p>	<p>Inform / entertain</p> <p>Stig of the Dump – Clive King</p> <p>Narrative – chapter ending with dialogue</p> <p>Speech punctuation- dialogue (dictation)</p> <p>Letter from Barney to Stig when he goes missing</p>	<p>Entertain / inform</p> <p>The Firework Maker’s Daughter (Philip Pullman) -</p> <p>Recount – 3rd 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>Inform / Entertain</p> <p>The Firework Maker’s Daughter (Philip Pullman) –</p> <p>Narrative recount: character descriptions, 1st & 3rd 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>Entertain / inform</p> <p>Recount – 3rd person biography of Michael Morpurgo (apply)</p> <p>Beowulf – Michael Morpurgo (Anglo Saxons)</p> <p>Recount battle scene Retell stories 1st & 3rd person with speech punctuation (apply)</p>	<p>Entertain / inform/ discuss</p> <p>Beowulf – Michael Morpurgo Short story from character’s perspective based on Beowulf</p> <p>Shakespeare: Richard III (Orchard books then Marcia Williams for quotes) – 1st person narrative letters) Visual literacy – to support story structure. Learn quotes – introduction to playscripts.</p>
<p>poems to perform</p>		<p>(Jabberwocky – by Lewis Carroll Learn to perform)</p>		<p>(Jim – A Cautionary Tale – Hillarie Belloc Learn to perform)</p>		

Year 3 Writing outcomes	recount – biography (dictation) narrative – 1st & 3rd person narrative with setting and character description	narrative – 1st & 3rd person with simple speech Letter explanation text (dictation)	recount – biography (taught) instructions narrative – character descriptions & simple dialogue	Narrative – character & setting descriptions letter – 1st person explanation text (taught)	Biography (apply) Narrative – plot points organized into paragraphs explanation text (apply)	Narrative – short story Intro to playscripts`
Year 3 GPS focus – core learning to secure LKS2 words and spellings taught through SW	Compound sentences with coordinating conjunctions Identify dialogue between two characters. Teach expanded noun phrases. 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.	Write dialogue between two characters (dictation - inverted commas, opening and closing punctuation). Write sentences which open with an adverbial phrase. Know the difference between a phrase and clause. Write expanded noun phrases. Recognise comma splices between main clauses. Identify rhetorical questions	Write dialogue between two characters (taught – inverted commas, opening and closing punctuation) Write sentences which open with a preposition that include WHEN an event occurred. Use complex sentences with conjunctions: when, before, while, so because. Rhetorical questions Awareness of relative pronouns who, whom, which, whose, that. NB relative clauses taught in UKS2. (not core learning)	Identify and explain a complex sentence. Write expanded noun phrases accurately. Awareness of relative pronouns who, whom, which, whose, that. Organise writing using complex sentences with conjunctions: when, before, while, so that, because.	Write dialogue between two characters (apply – inverted commas, opening and closing punctuation) Maintain consistent tense in whole piece of writing – simple present and past, present & past progressive (continuous) and present perfect. SCHOOLS TO MAP THIS	Identify and use rhetorical questions accurately. Use one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Use present and past perfect NB SCHOOLS TO MAP WHERE TO COVER THESE.
Y3/4 CYCLE B	Entertain / inform Oliver Twist – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter) Recount: Biography of Charles Dickens (taught) If mixed year group Y3: Dictation Narrative with dialogue (retell extracts) Full speech punctuation-dialogue (taught)	Entertain / inform / discuss Oliver Twist – Charles Dickens/ Usborne Classics (chapter 4 character description Lesley Baxter) Recount: Retelling story extracts (Y4 from an alternative perspective) Letter: Fagin to Oliver from prison repenting	Entertain / inform Recount: biography of Gillian Cross The Wooden Horse (Iliad) Gillian Cross (Marcia Williams for original quotes, Focus on speech punctuation in reading lessons Setting & character description, 1st & 3rd person narrative	Inform / Entertain Odyssey Geraldine McCaughrean and Emma Chichester Narrative – chapter ending with dialogue Speech punctuation- dialogue (dictation) Letter from Odysseus to Penelope recounting (some) adventures	Entertain / inform The Miraculous Journey of Edward Tulane by Kate DiCamillo Recount: biography of Kate DiCamillo (apply) Character descriptions, setting descriptions	Entertain / inform/ discuss The Miraculous Journey of Edward Tulane by Kate DiCamillo Short story : endings with suggestion beyond resolution with dialogue Shakespeare Julius Caesar - Narrative and speech (Andrew Matthews, then Marcia Williams for quotes) visual literacy for story outline.
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): The Legacy of the ancient Greeks</p> <p>Independent writing – not dictated If mixed year group Y3, Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases</p>		<p>Geography-Describing Eastern Europe (Human and Physical) structuring in paragraphs using (SPO)</p> <p>If mixed year group Y3: Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because)</p>		<p>Science Explanation text: Changing states within the water cycle Controlled use of GPS detailed below</p> <p>If mixed year group Y3 Compound sentences using full range of coordinating conjunctions. Independent use of prepositional and adverbial phrases. Complex sentences (when, before, while) writing expanded noun phrases independently</p>
<p>Year 4 Writing outcomes</p>	<p>recount – biography (dictation) narrative – 1st & 3rd person narrative with setting and character description</p>	<p>narrative – 1st and 3rd person (see GPS focus) report: non chron</p>	<p>Recount – biography (taught) Narrative character descriptions with dialogue (full speech punctuation) Recount – letter (see GPS focus)</p>	<p>3rd person narrative short story with formal and informal language 1st person narrative letter (formal / informal taught) explanation text</p>	<p>recount - biography (apply short story extracts with full speech punctuation and secure paragraphing) explanation</p>	<p>narrative – story ending with suggestion beyond resolution. intro to playscripts explanation</p>
<p>Year 4</p> <p>GPS focus – core learning to secure</p> <p>LKS2 words and spellings taught through SW</p>	<p>Explain effective dialogue between two characters Use sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Controlled use of apostrophes for possessive singular and plural and apostrophes for contraction. Review expanded noun phrases</p>	<p>Write dialogue between two characters (dictation narration tag at beginning / end / middle) Write sentences that open with an adverbial, phrase, present participle Recognise and correct comma splices between main clauses.</p>	<p>Write dialogue between two characters (taught reporting clause at beginning / end / middle) Identify when to begin a new paragraph time, place, subject, dialogue Write sentences that open with a preposition WHEN / WHERE an event happened Write complex sentences with varied prepositional and adverbial openings. Identify embedded clauses. Identify relative pronouns who, whom, which, whose, that.</p>	<p>Controlled use of expanded noun phrases. Write with embedded clauses. Write sentences with relative pronouns who, whom, which, whose, that. Organise ideas into paragraphs by time, place, subject, dialogue.</p>	<p>Write dialogue between two characters (reporting clause at beginning / end / middle) 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 x</p>	<p>Secure all grammar for LKS2</p> <p>Use more than one simple cohesive connective / connective phrase to order, add to, explain, contrast, conclude. Secure use of present and past perfect NB SCHOOLS TO MAP WHERE TO COVER THESE.</p>
<p>Y3</p>	<p>Sentence level (NB see KLI for full coverage)</p>			<p>Text type</p>	<p>Narrative focus</p>	<p>Punctuation</p>
<p>Compound sentences with FANBOYS conjunctions Sentences that open with adverbial / prepositional phrase. Organise ideas Identify when to begin a new paragraph Know the difference between a phrase and clause. Identify and explain complex sentence. Consistent tense: simple present and past, present and past progressive (continuous) and present and perfect.</p>		<p>recount – biography recount - letters narrative – 1st and 3rd person explanation (builds from reports) intro to playscripts</p>		<p>dialogue speech punctuation</p>	<p>inverted commas for speech apostrophes for possession – singular and plural commas after fronted adverbial</p>	

	Simple dialogue.						
Y4	Sentence level (NB see KLI for full coverage)			Text Type	Narrative focus	Punctuation	
	Secure use of adverbial and prepositional phrases at the beginning of sentences. Identify when to begin a new paragraph. Explain when to begin a new paragraph. Organise ideas in to paragraphs according to time, place, subject, dialogue. Identify expanded noun phrases that contain a relative pronoun Secure consistent tense: simple present and past, present and past progressive (continuous) and present and perfect. Secure dialogue			recount – biography recount - letters narrative – 1 st and 3 rd person explanation playscripts	dialogue integrated in narrative. secure speech punctuation	full speech punctuation identify and correct comma splices use comma after present participle opener (ing)	
Y5/6 CYCLE A	Entertain / inform/ discuss Skellig – David Almond Recount: biography of David Almond Recount: narrative extracts with dialogue (Character descriptions and analysis in reading lessons to use in balanced argument.)	Inform / discuss Skellig – David Almond Discussion: balanced argument (taught) - use learning from character descriptions	Entertain / inform / discuss The Lion, the Witch and the Wardrobe – C.S. Lewis Recount: biography of C.S. Lewis (Character descriptions and analysis in reading lessons – changing perspectives to use in balanced argument.) Recount: narrative from different viewpoints recounting events – short story.	Entertain / Discuss / The Lion, the Witch and the Wardrobe – C.S. Lewis Discussion: balanced argument (taught) Edmund – good or bad? – use learning from character descriptions	Entertain / inform Journey to the River sea – Eva Ibbotson Recount: biography of Eva Ibbotson Chapter summaries (part of reading lessons) Recount: letter from Maia to friend describing her journey along the Amazon River (informal tone, descriptive vocabulary) Recount: narrative – Miss Minton’s journey – begin and continue over half term	Entertain / Discuss / Inform Journey to the River sea – Eva Ibbotson Narrative – Miss Minton’s journey Discussion: book review Macbeth –William Shakespeare/ Andrew Matthews (Act IV, Scene I The Three Weird Sisters – Shakespeare Learn to perform) Visual literacy element	
	poems to perform	The Listeners - by Walter de la Mare		The Schoolboy – William Blake Learn to perform)			
	Year 5 Writing outcomes	recount: biography narrative with dialogue	discussion: balanced argument (dictation) report: (history)	recount: biography recount: narrative with viewpoint – short story discussion report (history)	discussion: balanced argument (taught) discussion report (geography)	recount: letter informal narrative with formal dialogue build up to own story report: nonfiction (history)	playscripts & dialogue narrative letters / diaries report: Book review playscripts
	Year 5	Securing speech punctuation with narrative tags at beginning, middle and end.	Identify passive voice Identify active voice Identify formal and informal language	Identify passive voice Explain active voice Use formal and informal language	Identify subjunctive (conditional only) Use modal verbs Identify bias and opinion.	Use passive voice Use conditional subjunctive Modal verbs	Use conditional subjunctive Controlled use of relative clauses and punctuation around embedded clauses

<p>GPS focus – core learning to secure</p> <p>UKS2 words and spellings taught through SW</p>	<p>Identify relative clauses (dictation)</p> <p>Identify punctuation around embedded clauses (dictation)</p> <p>Identify passive voice</p> <p>Identify active voice</p>		<p>Identify modal verbs</p> <p>Use relative clauses (taught)</p> <p>Use punctuation around embedded clauses (taught)</p>	<p>Use relative clauses and punctuation around embedded clauses (apply)</p>	<p>Controlled use of speech punctuation</p>	
<p>Y5/6</p> <p>CYCLE B</p>	<p>Discuss / Inform / Entertain</p> <p>Dystopian novel</p> <p>recount: biography of Ross Welford</p> <p>The 1,000 year-old-boy – Ross Welford</p> <p>narrative extracts with dialogue</p> <p>character descriptions</p> <p>discussion: balanced argument - (dictation)</p>	<p>Inform / Discuss / Persuade</p> <p>The 1,000 year-old-boy – Ross Welford</p> <p>character descriptions</p> <p>1st person narrative – (perspectives)</p>	<p>Entertain / persuade / inform</p> <p>The Boy in the Tower – Polly Ho Yen</p> <p>recount: biography of Lois Lowry / Polly Ho Yen</p> <p>narratives – 1st and 3rd person</p> <p>(Or The Giver – Lois Lowry Dystopia alternative for single year group) Planning not currently available</p>	<p>Entertain / Inform / Discuss</p> <p>The Boy in the Tower – Polly Ho Yen</p> <p>narrative from different viewpoints recounting events</p> <p>short story</p> <p>(Or The Giver – Lois Lowry Dystopia alternative for single year group) Planning not currently available</p>	<p>Explain / Inform/ Entertain</p> <p>report: Life and times of George Orwell</p> <p>Animal Farm – George Orwell</p> <p>chapter summaries (part of reading lessons)</p> <p>Securing GPS.</p>	<p>Discuss / Entertain/ Inform</p> <p>Animal Farm – George Orwell</p> <p>narrative: diary entry/ies from character/s.</p> <p>analysis essay & book review</p> <p>Romeo and Juliet – Shakespeare / Andrew Matthews</p> <p>Learn prologue to perform</p> <p>Visual literacy</p>
<p>poems to perform</p>		<p>WWI poets – Rupert Brook, Siegfried Sassoon, Wilfred Owen</p> <p>schools to choose</p>		<p>(I wandered lonely as a cloud – Wordsworth learn to perform.)</p>		
<p>Year 6 Writing outcomes</p>	<p>recount: biography</p> <p>narrative with dialogue (formal and informal tone)</p> <p>discussion: balanced argument (formal) – continues next half term.</p>	<p>1st person narrative</p> <p>persuasion: letter</p> <p>explanation text (science)</p>	<p>recount: biography</p> <p>1st & 3rd person narrative</p> <p>dialogue and characters' perspectives (more than one)</p> <p>report discussion from history unit</p>	<p>narrative with viewpoint – short story</p> <p>report: discussion from geography unit</p>	<p>recount: biography</p> <p>report: discussion Cold War (history)</p>	<p>narrative</p> <p>discussion – analysis essay</p> <p>report: book review</p> <p>play scripts</p>
<p>Year 6</p> <p>GPS focus – core learning to secure</p> <p>Secure all UKS2 words and spellings taught through SW</p>	<p>Secure multi-clause sentences and associated punctuation</p> <p>Secure punctuation around embedded clauses</p> <p>Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions</p> <p>Identify and write multi-clause complex sentences joined with two different subordinating conjunctions</p>	<p>Reported speech (dictation)</p> <p>Review direct speech with reporting clause at beginning, embedded and end.</p> <p>Secure formal an informal tone</p> <p>Use active and passive voice</p> <p>Review layout devices</p>	<p>Reported speech (taught)</p> <p>Secure persuasive devices</p> <p>Secure formal an informal tone</p> <p>Use active and passive voice</p> <p>Controlled use of layout devices</p>	<p>Reported speech (apply)</p> <p>Subjunctive – opinion, belief, purpose, intention, desire (dictation)</p> <p>modal verbs</p> <p>Controlled use of layout devices</p>	<p>Subjunctive – opinion, belief, purpose, intention, desire (taught)</p> <p>Secure all KS2 grammar, punctuation and spelling</p>	<p>Subjunctive – opinion, belief, purpose, intention, desire (apply)</p> <p>Secure all KS2 grammar, punctuation and spelling</p>

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