

*"You can make anything by writing."*

C.S. Lewis

Throughout Nursery, children will:					
Show a preference for a dominant hand	Scribbles made of lines  Add some marks to their drawings which they give meaning to.	Imitate and copy some patterns	Make marks on their picture to stand for their name  Mock handwriting and mock letters	Begin to form some letters in their name correctly	Writing their name using some recognisable letters

Throughout Reception, children will:					
Making marks, drawing pictures and building strength. Name writing and Phase 2 phonics sounds. Introduction of capital letters and reason for them.  Name writing on lists, whiteboards, in chalk Linking sounds to writing. Writing for a purpose – Role Play	Name writing and Phase 2 phonics sounds. VC/CVC word writing. Writing simple captions using capital letters. Writing simple sentences and full stops.  Christmas cards. Lists to Santa Writing to inform- different jobs. Name writing Signs for models/ areas in Forest school Linking sounds to writing. Writing simple captions using capital letters.	Phonics continued at children's own level. Writing CVC words. Putting them into sentences related to topics. Tricky word writing. Lots of adult modelling writing, structured support to build sentences.  Descriptive writing- Characters from story. Story writing- Re-telling parts of a story. Writing sentences of more words using finger spaces and full stops. Speech bubbles linked to key phrases in stories.	Phonics continued at children's own level. Writing CVC words. Putting them into sentences related to topics. Tricky word writing. Lots of adult modelling writing, structured support to build sentences  Descriptive writing- Pirates, animals Letters- writing to the pirate in response to his questions	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic. Speech bubbles to illustrate stories  Planting- instruction writing. Life-Cycle- Writing to inform.	Building independence and stamina with sentence writing. Children to write phonetically plausible sentences related to topic.  Exceeding- to introduce own narrative in writing.  Story writing. Trip re-count. Writing to Year 1 teachers.

Throughout Year 1, children will be:	
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<b>Transcription</b> <ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To form digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To say out loud what they are going to write about.</li> <li>To compose a sentence orally before writing it.</li> <li>To sequence sentences to form short narratives.</li> <li>To discuss what they have written with the teacher or other pupils.</li> <li>To reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>To use adjectives to describe.</li> <li>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>To start to engage readers by using adjectives to describe.</li> </ul>	
<b>Autumn – This is Me!</b>	<b>Spring – Turrets and Tales</b>	<b>Summer – Let's Explore London</b>
<b>Labels and captions to inform (Ourselves) HOOK – Photo session</b>	<b>Narrative – stories with a familiar setting Castles – setting description HOOK – Castle picture jigsaws</b>	<b>Narrative – Classic literature - TEXT Character descriptions (Paddington at the Tower) HOOK – Tour of school</b>
Leaving spaces between words ( <i>this will be repeated and revised in every unit of work</i> )	Punctuate sentences using a capital letter and a full stop. Using adjectives for description Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes)	Using a capital letter for names of people Punctuate sentences using a capital letter and a full stop. Using adjectives for description Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes)
<b>Poetry – senses (Ourselves linked to Theme)</b>	<b>Narrative – Fairy tale (Rapunzel (LitShed+)) HOOK – Tangled</b>	<b>Narrative – Classic literature - TEXT (Katie in London) HOOK – Orienteering to find London landmarks</b>
Write from memory simple sentences Capital letters for names and pronoun 'I'	Saying out loud what they are going to write about Using a capital letter for names of people and places. Joining words and joining clauses using "and" Verb suffixes where root word is unchanged (-ing, -ed, -er) Sequencing sentences to form short narratives Use adjectives for description Punctuate sentences using a capital letter a full stop or an exclamation mark	Using a capital letter for names of people and places. Joining words and joining clauses using "and" Verb suffixes where root word is unchanged (-ing, -ed, -er) Sequencing sentences to form short narratives Punctuate sentences using a capital letter a full stop or an exclamation mark
<b>Narrative – Stories with patterns (Clothesline Clues-Our ambitions linked to Theme)</b>	<b>Narrative – Fantasy fiction - TEXT HOOK Legends (George and the dragon by Christopher Wormell)</b>	<b>Poetry – Performance poetry (London's burning) HOOK – Visit from Fire Engine</b>
Write from memory simple sentences Capital letters for names and pronoun 'I' Begin to punctuate sentences with a full stop	Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Sequencing sentences to form short narratives Joining words and joining clauses using "and" Using adjectives for description Regular plural noun suffixes –s or –es Verb suffixes where root word is unchanged (-ing, -ed, -er)	Using a capital letter for names of people and places. Punctuate sentences using a capital letter a full stop or an exclamation mark Verb suffixes where root word is unchanged (-ing, -ed, -er) Use adjectives and adverbs for description Read their writing aloud clearly enough to be heard by their peers and the teacher
<b>Fact file about themselves</b>	<b>Instructions – How to Look After a Dragon HOOK – Dragon eggs on field</b>	<b>Poetry – Riddles (Fire) HOOK – Fire Pit</b>
Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Sequencing sentences to form short narratives Joining words and joining clauses using "and" Verb suffixes where root word is unchanged (-ing, -ed, -er)	How the prefix un- changes the meaning of verbs and adjectives Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Sequencing sentences to form short narratives using time conjunctions Joining words and joining clauses using "and"	Punctuate sentences using a capital letter a full stop or an exclamation mark Verb suffixes where root word is unchanged (-ing, -ed, -er) Read their writing aloud clearly enough to be heard by their peers and the teacher Use adjectives and adverbs for description
<b>Narrative – Traditional tale - TEXT Me and You (Goldilocks link)</b>		<b>Recount – Diary writing (Toby and the Great Fire of London LitShed+) HOOK – aged diary entry</b>
Sequencing sentences to form short narratives using time conjunctions Begin to understand how to use adjectives for description Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Regular plural noun suffixes –s or –es		Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Verb suffixes where root word is unchanged (-ing, -ed, -er) Sequencing sentences to form short narratives Use adjectives and adverbs for description Punctuate sentences using a capital letter a full stop or an exclamation mark
<b>Throughout Year 2, children will be:</b>		
<b>Transcription</b> <ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To write narratives about personal experiences and those of others (real and fictional).</li> <li>To write about real events. To write simple poetry.</li> </ul>	

<ul style="list-style-type: none"> <li>To form lower case letters of the correct size, relative to one another.</li> <li>To use spacing between words that reflects the size of the letters.</li> <li>To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>To encapsulate what they want to say, sentence by sentence.</li> <li>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> <li>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>To read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	
<b>Autumn – Heroes and Heroines</b>	<b>Spring – Flying High</b>	<b>Summer – Home and Away</b>
Narrative – Adventure and mystery - TEXT (Traction Man- video/book) / Alternative ending Hook – Scene Artwork	Narrative- Modern Fiction - TEXT The Storm Whale Short story using a known structure	Narrative – Fantasy Story - TEXT Character description (The Lost Thing- book) HOOK – Creating a creature artwork
Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use of expanded noun-phrases for description and specification.	Use of present tense versus past tense throughout texts. Use of expanded noun-phrases for description and specification. Use of sentences with different forms: statement, question, exclamation, command. Use of apostrophes for possession	Recall and use of word classes-verb, tense, adjective, noun. Use of suffixes –er and –est to form comparisons of adjectives and adverbs.
Letter to Inform- Letter from the trenches - TEXT Where the Poppies Now Grow (book)	Writing to inform - Biography - TEXT The Wright Brothers and Amelia Earhart	Narrative – Stories from a different culture - TEXT NEED TO THINK OF A TEXT HERE
Using co-ordination- or, <b>and</b> , but Some subordination- because, when Use of present tense versus past tense throughout texts	Using co-ordination- or, and, <b>but</b> . Using sub-ordination-when, if, that, because.	SATs- consolidation and testing Use of commas to separate items in a list.
Narrative – Fairytale - TEXT (The Christmas Truce- video/book) Turn into a Fairy Tale	Narrative – Traditional Tale -TEXT Gigantic Turnip	Narrative – Author study - TEXT Alternative endings Into the Forest – A. Browne.
Using sub-ordination-when, if, that, because. Use of present tense versus <b>past tense</b> throughout texts.	Use of the continuous form of verbs in the present and past tense to mark actions in progress (she is, he was). Use of expanded noun phrases for description and specification.	Formation of nouns using suffixes such as –ness, –er. Formation of adjectives using suffixes such as –ful, –less.
Poetry – Shape poetry Shape poetry based around Christmas theme	Diary - TEXT (The Darkest Dark- book)	Non-chronological Report Hook – Trip to Wildlife Park
Recognising and writing adjectives and adverbs	Use of commas to separate items in a list. Use of apostrophes to mark contracted forms in spelling.	Preparation for Y3: Introduction to paragraphs to group related material. Use of headings and sub-headings to aid presentation.

Throughout Year 3, children will be:		
<b>Transcription</b> <ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>To begin to organise their writing into paragraphs around a theme.</li> <li>To compose and rehearse sentences orally (including dialogue).</li> <li>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>To make deliberate ambitious word choices to add detail.</li> <li>To begin to create settings, characters and plot in narratives.</li> </ul>	
<b>Autumn – As Time Began... (Stone Age to Iron Age)</b>	<b>Spring – Walk like an Egyptian!</b>	<b>Summer – Invaders and Settlers (Roman Britain)</b>
Narrative – Fantasy stories Writing to entertain - Short story using known structure (Stone Age Boy) Hook – Stone Age Day at Irchester Country Park	Narrative – Stories from a different culture Mystery of the Egyptian Scroll - Text Hook – Egyptian art and amulets	Poetry - from other cultures. A Portable Paradise – Free Verse. Hook: Small items reminiscent of happy times and places
<ul style="list-style-type: none"> <li>Word Classes (Revision)</li> <li>Basic sentence punctuation - Use of capital letters and full stops (Revision)</li> <li>Expanded Noun Phrases</li> <li>How the grammatical patterns in a sentence indicate its functions as a statement, question, exclamation or command (Revision)</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel</li> </ul>	<ul style="list-style-type: none"> <li>Word Classes (Revision)</li> <li>To express time, place or cause using conjunctions, adverbs or prepositions</li> <li>Subordination and co-ordination (Revision)</li> <li>Formation of nouns using a range of prefixes</li> </ul>	<ul style="list-style-type: none"> <li>Word Classes (Revision)</li> <li>Expanded Noun Phrases (Revision)</li> <li>To express time, place or cause using conjunctions, adverbs or prepositions</li> </ul>
Recount – From the Perspective of Class Mascot Trip to Irchester Country Park	Explanation text inspired by Mystery of the Egyptian Scroll	Letter from Boudicca to rally tribes to fight the Romans Hook - Horrible Histories 'Boudicca Rock Parody'
<ul style="list-style-type: none"> <li>Use of commas (Revision)</li> <li>Use of headings and subheadings to aid presentation</li> <li>To express time, place or cause using conjunctions, adverbs or prepositions.</li> <li>Introduction to indicating possession by using the possessive apostrophe with singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use of headings and subheadings to aid presentation</li> <li>Use of commas</li> <li>To express time, place or cause using conjunctions, adverbs or prepositions</li> <li>Subordination and co-ordination (Revision)</li> </ul>	<ul style="list-style-type: none"> <li>Use of present perfect instead of simple past</li> <li>Use of paragraphs to group related material</li> <li>Expanded Noun Phrases (Revision)</li> </ul>
Narrative – Mystery story - TEXT Setting/Character Description – The Iron Man. Hook -Junk modelling	Narrative - Fairy Tale– Egyptian Cinderella Hook: Fairy Tale reading to Year 1	The Red Prince - TEXT Diary entry Hook: Drama re-enactment of story
<ul style="list-style-type: none"> <li>Using expanded noun phrases to add detail and description.</li> <li>Using nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>Introduction to paragraphs as a way to group related material</li> <li>Word families based on common words, showing how words are related in form and meaning (for example solve, solution, solver, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to using and punctuating direct speech</li> <li>Indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although</li> </ul>	
Formal letter lobbying MP: Stonehenge Tunnel. Hook – Stonehenge research/What does an MP do?	Instructions – Steps of Mummification – TEXT Mummies Unwrapped (The British Museum) Hook: Mummifying apples	Narrative – Traditional Tale - TEXT Jack and the Baked Bean Stalk Hook: Baked Bean Eating Competition using chopsticks
<ul style="list-style-type: none"> <li>To use the present and past tense correctly and consistently including the progressive form (Revision)</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although</li> <li>Use some features of Standard Written English (Revision)</li> </ul>	<ul style="list-style-type: none"> <li>Use of fronted adverbials</li> <li>To express time, place or cause using conjunctions, adverbs or prepositions</li> <li>How the grammatical patterns in a sentence indicate its functions as a statement, question, exclamation or command (Revision)</li> </ul>	<ul style="list-style-type: none"> <li>Using and punctuating direct speech</li> <li>Using paragraphs in narrative writing</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although</li> </ul>

Throughout Year 4, children will be:		
<b>Transcription</b> <ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> <li>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>To write a range of narratives that are well-structured and well-paced.</li> <li>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>	
<b>Autumn – Shoe Town</b>	<b>Spring – Frozen Kingdom</b>	<b>Summer – How Horrid was Henry VIII?</b>
Narrative – Modern fiction - TEXT Writing for tension and suspense Wolves in the Walls	Narrative – Modern fiction - TEXT Setting descriptions and alternative chapters The Snow Spider	Writing to Inform – Newspaper Article The Man Who Walked Between the Towers – TEXT Video link too
<ul style="list-style-type: none"> <li>Types of sentences (Revision)</li> <li>Fronted adverbials (Revision)</li> <li>Use of comma after fronted adverbial</li> <li>Types of nouns</li> </ul>	<ul style="list-style-type: none"> <li>The appropriate use of nouns and pronouns to avoid repetition.</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Inverted commas in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Inverted commas in direct speech</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>The introduction of main and subordinate clauses.</li> </ul>
Writing to inform – letter to parents about leaving with the tiger - TEXT Cinnamon – Neil Gaiman (Author Study)	Poetry – Metaphorical poetry Polar conditions Hook Film Clip – The Windmill Farmer	Narrative – Stories from a different culture - TEXT Alternative endings The Firework Maker's Daughter
<ul style="list-style-type: none"> <li>Determiners</li> <li>Apostrophes to mark plural possession</li> <li>Simple past and simple present tense (Revision)</li> <li>Grammatical difference between plural and possessive -s-</li> </ul>	<ul style="list-style-type: none"> <li>Word classes (nouns, verbs, adjectives, adverbs) (Revision)</li> <li>Use of paragraphs to organise ideas around a theme.</li> <li>Grammatical difference between plural and possessive -s-</li> </ul>	<ul style="list-style-type: none"> <li>Use of comma after fronted adverbial</li> <li>The introduction of main and subordinate clauses.</li> <li>Standard English verb inflections.</li> </ul>
Writing to persuade NF Brochure on Northampton The Little Shoemaker – Literacy Shed	Narrative – Stories from a different culture - TEXT The Ice Bear Playscript??	Writing to persuade NF (Speech writing) To prevent a court of law for why you should not be punished – Tudor Link
<ul style="list-style-type: none"> <li>Word classes (nouns, verbs, adjectives, adverbs) (Revision)</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> </ul>	<ul style="list-style-type: none"> <li>Word classes (nouns, verbs, adjectives, adverbs) (Revision)</li> <li>The introduction of main and subordinate clauses.</li> <li>Inverted commas in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use of comma after fronted adverbial</li> <li>Commas for a list (Revision)</li> <li>Standard English verb inflections.</li> </ul>
Narrative – Traditional tales - TEXT Writing to entertain - narrative (classic literature) The Elves and the Shoemaker	Writing to inform (biography) NF - TEXT Antarctic explorer biography Text – Shackleton's Journey	Writing to inform (Recount) NF – Use of class mascot Tudor Trip experience
<ul style="list-style-type: none"> <li>Co-ordinating and sub-ordinating conjunctions</li> <li>Inverted commas in direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of cause, time and place (Revision)</li> <li>Apostrophes to mark plural possession</li> <li>Standard English verb inflections.</li> </ul>	<ul style="list-style-type: none"> <li>Use of comma after fronted adverbial</li> <li>Use of paragraphs to organise ideas around a theme.</li> </ul>

Throughout Year 5, children will be:	
<b>Transcription</b> <ul style="list-style-type: none"> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>To proofread work to precise longer passages by removing unnecessary repetition or irrelevant details.</li> <li>To consistently link ideas across paragraphs.</li> <li>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> <li>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> <li>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</li> <li>To regularly use dialogue to convey a character and to advance the action.</li> <li>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>
<b>Autumn – A Journey Through Las Americas</b>	<b>Spring – Raiders or Traders</b>
<b>Writing to Inform – Reviews</b> <b>Smoothie Tasting</b>	<b>Poetry – Poems on a Theme</b> <b>The Godless (Viking Raid)</b>
Expanded noun phrases Using brackets to indicate parenthesis Apostrophes (revision)	Perfect form of verbs to mark relationships Word Classes (Revision) Converting nouns or adjectives into verbs using suffixes
<b>Narrative – Myths and Legends</b> <b>Writing to entertain – New scene in a story</b> <b>The Secret of Black Rock – TEXT</b>	<b>Writing to Inform – Newspaper Report</b> <b>The Three Little Pigs – Traditional Tale</b>
Direct Speech Fronted adverbials (Revision) Verb prefixes	Vocabulary and structures that are appropriate for formal writing Using semicolons to mark boundaries between clauses
<b>Writing to Inform – Scientific Explanation</b> <b>The Vanishing Rainforest – TEXT</b> <b>Letter of Persuasion not to cut down trees.</b>	<b>Writing to Persuade – Leaflet and TV advert</b> <b>Visiting Scandinavia</b>
Using commas to clarify meaning/avoid ambiguity Subordinate conjunctions (Revision)	Using colons and semi-colons in a list Punctuating bullet points Modal verbs
<b>Writing to Discuss – Balanced Argument</b> <b>Are humans ruining our planet?</b> <b>Where the Forest Meets the Sea – TEXT</b>	<b>Narrative – The Boy in the Tower – TEXT</b> <b>Flashback Writing</b>
Vocabulary and structures that are appropriate for formal writing	Parenthesis Tenses (Revision) Paragraphing (Revision)
	<b>Summer – Under the Reign of Queen Victoria</b> <b>Writing to discuss – Debate Write up</b> <b>Should children be allowed to work?</b>
	Expanded noun phrases (Revision) Semi-colons to join clauses Passive voice
	<b>Narrative – Modern fiction</b> <b>New Scene Writing – Cogheart – TEXT</b>
	Relative clauses Tenses
	<b>Writing to Inform – Biography</b> <b>Victorian Figures of Change</b>
	Pronouns (Revision) Devices to build cohesion
	<b>The Watertower or Charles Dickens (picture books). Have a look at what we could do here,</b>
	Determiners (Revision) Adverbials to link across paragraphs Perfect form of verbs

Throughout Year 6, children will be:	
<b>Transcription</b> <ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>choosing the writing implement that is best suited for a task.</li> <li>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)</li> <li>and capital letters (e.g. for filling in a form).</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>To habitually proofread for spelling and punctuation errors.</li> <li>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> <li>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> <li>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>
<b>Autumn – A Child's War</b>	<b>Spring – Divergent!</b>
Writing to inform – newspaper article – TEXT Letters from the Lighthouse – German plane crash.	Narrative – Traditional Tale – TEXT Beowulf – Fast-paced action scene writing.
<ul style="list-style-type: none"> <li>using expanded noun phrases to convey complicated information concisely</li> <li>reported and direct speech (revision)</li> </ul>	<ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>apostrophes for possession and omission (revision)</li> </ul>
Poetry – War Poetry Wilfred Owen Dulce et Decorum and Beyond the Lines Literacy Shed	Writing to inform – scientific explanation Tectonic plates – how and why?
<ul style="list-style-type: none"> <li>using hyphens to avoid ambiguity</li> <li>synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing</li> <li>appropriate choice of pronoun or noun to avoid cohesion (revision)</li> </ul>
Writing to inform – biography The Piano	Writing to persuade – speech David Attenborough – COP26 speech Greta Thunberg – TEXT
<ul style="list-style-type: none"> <li>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using modal verbs or adverbs to indicate degrees of possibility (revision)</li> </ul>
Writing to discuss – balanced argument Should children have been evacuated? Hook – Rose Blanche – TEXT	Writing to inform – non-chronological report North America travel guide.
<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>	<ul style="list-style-type: none"> <li>punctuating bullet points consistently</li> <li>using a colon to introduce a list</li> </ul>
	Writing to persuade – advertisement Greece is the word! Travel Blog
	<ul style="list-style-type: none"> <li>using a range of clause structures (revision)</li> <li>punctuating complex sentences (revision)</li> <li>embedding direct speech (revision)</li> </ul>

### Writing Genres Coverage

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to entertain	8	8	6	6	4	4
Writing to inform	4	4	4	4	4	4
Writing to persuade	0	0	2	2	2	2
Writing to discuss	0	0	0	0	2	2

### Grammar Coverage

Word	Sentence	Text	Punctuation	Revision
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