Year 1

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Author study Text						
Sentence obj	How **words** can combine to make **sentences** Joining words and joining clauses using and Punctuation Separation of words with spaces					
Text obj	Text Sequencing **sentences** to form short narratives					
Punctuation obj	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** I					
Text type	Narrative	Non-chronological report	Narrative	Persuasion	Narrative	Recount
Writing outcome NC Reference / STAT KPI Write sentences by: sequencing sentences to form short narratives; re-reading what they have written to check that it makes se	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.	Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' *first, next, after, when.* ; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Writing opportunities	Captions Character profile Sequenced sentences	Sentences about a familiar subject	Captions Character profile Sequenced sentences	Write an advert / poster	Captions Character profile Sequenced sentences – short narrative	1st person recount

Year 2

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Author study Text						
Sentence obj	**Subordination** (using when, if, that, because) and **co-ordination** (using or, and, but) Expanded **noun phrases** for description and specification [for example, the blue butterfly, plain flour, the man in the moon] **How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command**					
Text obj	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive form** of verbs in the **present** and **past tense** to mark actions in progress [for example, she is drumming, he was shouting]					
Punctuation obj	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list **Apostrophes** to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name					
Text type	Narrative	Non-chronological report	Narrative	Persuasion	Narrative	Recount
Writing outcome NC Composition reference; STAT KPI Develop positive attitudes towards and stamina for writing by writing for different purposes. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. *There are two sorts of x...; They live in x...; the As have x..., but the B's* etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) *she couldn't believe her eyes.*	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like *first, next, after, when.* Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.
Writing opportunities	Traditional tale	Animals / Vehicles etc	Traditional tale	Posters / advertisements	Traditional tale	First person recount – school trip

Year 3

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study Text						
Sentence obj	Expressing time, place and cause using **conjunctions** [for example, *when*, *before*, *after*, *while*, *so*, *because*], **adverbs** [for example, *then*, *next*, *soon*, *therefore*], or **prepositions** [for example, *before*, *after*, *during*, *in*, *because of*]					
Text obj	Introduction to paragraphs as a way to group related material Use of the **present perfect** form of **verbs** instead of the simple past [for example, *He has gone out to play* contrasted with *He went out to play*]					
Text type specific Obj	Introduction to inverted commas to **punctuate** direct speech	Headings and sub-headings to aid presentation	Introduction to inverted commas to **punctuate** direct speech	Headings and sub-headings to aid presentation	Introduction to inverted commas to **punctuate** direct speech	Headings and sub-headings to aid presentation
Text type	Narrative	Non-chronological report	Narrative	Persuasion	Narrative	Recounts –
Writing outcome NC Composition reference; STAT KPI Plan their writing by discussing and recording ideas. Draft and write by: organising paragraphs around a theme; in narratives, creating settings, characters and plot. Proof-read for spelling and punctuation errors.	Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	Analyse a number of report texts and note their function, form and typical language features Teacher demonstrates how to write non-chronological report using notes in a spidergram; draws attention to importance of subject verb agreements with generic participants (e.g.) *family is….,people are…* Write own report independently based on notes from several sources.	Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	Read and evaluate a wider range of simple persuasive texts, explaining and evaluating responses orally. Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose. Through role play and drama explore particular persuasive scenarios (e.g. a parent persuading a reluctant child to go to bed.) and discuss the effectiveness of different strategies used	Write complete stories with a full sequence of events in narrative order; include a dilemma or conflict and resolution; write an opening paragraph and further paragraphs for each stage of the story; use either 1st or 3rd person consistently; use conventions for written dialogue and include some dialogue that shows the relationship between two characters.	Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways,
Writing opportunities	Setting description Character profiles Opening Dialogue	Basic non-chronological report of one thing based on different sources	Setting description Character profiles Opening Dialogue	Begin to use words, pics and other communication modes to persuade	Setting description Character profiles Opening Dialogue	Recounting the same event in different ways

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study Text						
Sentence obj	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*) **Fronted adverbials** [for example, <u>*Later that day*</u>, *I heard the bad news.*]					
Text obj	Use of paragraphs to organise ideas around a theme Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition					
Punctuation Obj Narrative	Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*] **Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**					
Punctuation Obj Non-Fiction	**Apostrophes** to mark **plural** possession [for example, *the girl's name*, *the girls' names*] Use of commas after **fronted adverbials**					
Text type	Narrative	Non-chronological report	Narrative	Persuasion	Narrative	Recounts
Writing outcome NC Composition reference; STAT KPI Plan their writing by discussing and recording ideas. Draft and write by: organising paragraphs around a theme; in narratives, creating settings, characters and plot. Proof-read for spelling and punctuation errors.	Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Some time later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood	Collect information to write a report in which two or more subjects are compared. Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Some time later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood	Analyse how a particular view can most convincingly be presented. From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. Evaluate advertisements for their impact, appeal and honesty. Design an advertisement.	Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs, (e.g.) *Some time later…, Suddenly…, Inside the castle…*; use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place and mood	Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as *meanwhile, following, afterwards* and including detail expressed in ways which will engage the reader *Girls with swirling hijabs danced to the ….* Include recounts when creating paper or screen based information texts.
Writing opportunities	Character description to evoke a response. Settings to create atmosphere.	Comparative report	Character description to evoke a response. Settings to create atmosphere	Advertisement	Character description to evoke a response. Settings to create atmosphere	a newspaper report

<u>Year 5</u>

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study Text						
Sentence obj	**Relative clauses** beginning with *who, which, where, when, whose, that*, or an omitted relative pronoun Indicating degrees of possibility using **adverbs** [for example, *perhaps, surely*] or **modal verbs** [for example, *might, should, will, must*]					
Text obj	Devices to build **cohesion** within a paragraph [for example, *then, after that, this, firstly*] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before]					
Punctuation Obj	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity					
Text type	Narrative	Non-chronological report	Narrative	Persuasion	Narrative	Recounts
Writing outcome NC Composition reference; STAT KPI Plan their writing by: ☐ identifying the audience for and purpose of the writing; ☐ selecting the appropriate form and using other similar writing. Draft and write by in narratives: ☐ describing settings, characters and atmosphere; ☐ using further organisational and presentational devices to structure text and to guide the reader. Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.	Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (*Meanwhile…*);	Collect information to write a report in which two or more subjects are compared, (e.g.) spiders and beetles; solids, liquids and gases, observing that a grid rather than a spidergram is appropriate for representing the information. Draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs Teacher demonstrates the writing of a non-chronological report, including the use of organisational devices to aid conciseness such as numbered lists or headings.	Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (*Meanwhile…*);	Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering Draft and write individual, group or class persuasive letters for real purposes, e.g. put a point of view, comment on an emotive issue, protest; to edit and present to finished state Investigate conditionals, e.g. using if…then, might, could, would, and their persuasive uses.	Develop particular aspects of story writing: experiment with different ways to open the story; add scenes, characters or dialogue to a familiar story; develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story. Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure; adapt for narratives that do not have linear chronology, (e.g.) portray events happening simultaneously (*Meanwhile…*);	Identify the features of recounted texts such as sports reports, diaries, police reports, including introduction to set the scene, chronological sequence, varied but consistent use of past tense, e.g. '*As he was running away he noticed . . . '*, possible supporting illustrations, degree of formality adopted and use of connectives. Use the language features of recounts including formal language when recounting events orally. Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as

Proof-read for spelling and punctuation errors.	extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.	Plan, compose, edit and refine short non-chronological comparative report focusing on clarity, conciseness and impersonal style.	extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.		extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases; adapt writing for a particular audience; aim for consistency in character and style.	a close friend and an unknown reader.
Writing opportunities	Different story openings Add a character to a familiar story Write stories which do NOT have linear chronology	Comparative report	Different story openings Add a character to a familiar story Write stories which do NOT have linear chronology	Letters	Different story openings Add a character to a familiar story Write stories which do NOT have linear chronology	a recount for two contrasting audiences (informal and formal)

	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Book study Text						
Sentence obj	Use of the **passive** to affect the presentation of information in a **sentence** [for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)*]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: *He's your friend*, *isn't he?*, or the use of **subjunctive** forms such as *If I were* or *Were they to come* in some very formal writing and speech]					
Text obj	Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					
Punctuation Obj	Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, *It's raining; I'm fed up*] Use of the colon to introduce a list and use of semi-colons within lists **Punctuation** of bullet points to list information How hyphens can be used to avoid ambiguity [for example, *man eating shark* versus *man-eating shark*, or *recover* versus *re-cover*]					
Text type	Narrative	Non-chronological report	Narrative	Persuasion	SATS prep Recounts	Narrative
Writing outcome NC Composition reference; STAT KPI Plan their writing by: ☐ identifying the audience for and purpose of the writing; ☐ selecting the appropriate form and using other similar writing. Draft and write by in narratives: ☐ describing settings, characters and atmosphere; ☐ using further organisational and presentational devices to structure text and to guide the reader. ☐ Evaluate and edit by ensuring the	Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel;	Secure understanding of the form, language conventions and grammatical features of non-chronological reports. Write reports as part of a presentation on a non-fiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel;	Through reading and analysis, recognise how persuasive arguments are constructed to be effective Orally and in writing, construct effective persuasive arguments Overall, participate in whole class debates using the conventions and language of debate including standard English. In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of	Develop the skills of biographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary. When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of	Plan quickly and effectively the plot, characters and structure of own narrative writing; use paragraphs to vary pace and emphasis; vary sentence length to achieve a particular effect; use a variety of techniques to introduce characters and develop characterisation; use dialogue at key points to move the story on or reveal new information. Create a setting by: using expressive or figurative language; describing how it makes the character feel;

consistent and correct use of tense throughout a piece of writing. ☐ Proof-read for spelling and punctuation errors.	adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative		adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative	different non-fictional text types and adapting, conflating and combining these where appropriate.	different non-fiction text types. Use the language conventions and grammatical features of the different types of text as appropriate.	adding detail of sights and sounds; Vary narrative structure when writing complete stories, (e.g.) *start with a dramatic event and then provide background information; use two narrators to tell the story from different perspectives;* use the paragraph structure of non-linear narratives as a model for own writing; plan and write extended narrative
Writing opportunities	Varying sentence length to create atmosphere/build tension Dialogue to move the story on Setting using figurative language and how it makes the character feel	Non-chronological report considering the purpose and audience	Varying sentence length to create atmosphere/build tension Dialogue to move the story on Setting using figurative language and how it makes the character feel	Debating	biography from different perspectives investigating bias	Varying sentence length to create atmosphere/build tension Dialogue to move the story on Setting using figurative language and how it makes the character feel