

Salisbury Manor Curriculum

Primary English (writing)



Salisbury Manor Primary School

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Primary

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1. [Intent](#)

2. **Implementation**

- [Summary of all year groups](#)
- KS1-2:
 - [Year 1](#)
 - [Year 2](#)
 - [Year 3](#)
 - [Year 4](#)
 - [Year 5](#)
 - [Year 6](#)



Curriculum Principles



Building on the Framework for Excellence, The Salisbury Manor Primary Curriculum has **six core principles**:

- **Entitlement**
All pupils have the right to learn what is in the United Learning curriculum, and schools have a duty to ensure that all pupils are taught the whole of it
- **Coherence**
Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects
- **Mastery**
We ensure that foundational knowledge, skills and concepts are secure before moving on. Pupils revisit prior learning and apply their understanding in new contexts
- **Adaptability**
The core content – the ‘what’ – of the curriculum is stable, but schools will bring it to life in their own local context, and teachers will adapt lessons – the ‘how’ – to meet the needs of their own classes
- **Representation**
All pupils see themselves in our curriculum, and our curriculum takes all pupils beyond their immediate experience
- **Education with character**
Our curriculum - which includes the taught subject timetable as well as spiritual, moral, social and cultural development, our co-curricular provision and the ethos and ‘hidden curriculum’ of the school – is intended to spark curiosity and to nourish both the head and the heart

Subject-specific rationales are built on these six principles.



Curriculum Principles: English Writing



The Salisbury Manor Writing Curriculum is built on **four key principles**:

<p>Developing pupils' metacognitive and critical thinking skills</p>  <ul style="list-style-type: none">• Teachers authentically model the writing process and thinking aloud• Critical literacy skills are incorporated into the curriculum• Pupils become life-long readers and writers• Links to other curriculum areas – where appropriate - reflect important real-world knowledge	<p>Ensuring the highest expectations for the attainment and progress of all pupils</p>  <ul style="list-style-type: none">• Progression in learning is mapped across units, year groups and key stages• A diverse representation of high-quality texts are used as models and examples• Teachers have conviction that every child has something worthwhile to write about
<p>Supporting all pupils in developing pleasure for writing and discovering their own unique writing voice</p>  <ul style="list-style-type: none">• Pupils have independence and autonomy• Pupils have choice to write about what interests and excites them, and reflects their own lives• A wide range of opportunities are provided for pupils to write for authentic purposes and audiences• Planning acknowledges and values pupils' own diverse funds of knowledge	<p>Developing a secure understanding of the writing process</p>  <ul style="list-style-type: none">• The writing process is recursive and not linear• Functional grammar is taught within context• New objectives are introduced in small, manageable steps• Pupils have frequent opportunities to write at length• Planned conferencing and workshopping allows teachers to meet individual pupil needs



Writing Overview: Year 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Developing Vocabulary & Sentences: Beegu Poetry link		Developing Vocabulary & Sentences: The Lonely Beast		Developing Vocabulary & Sentences: Ralph Tells A Story	Developing Description: Lost in the Toy Museum		Developing Narrative Structure: Stanley's Stick		Writing About Real Life: The Big Book of the UK	
Spring	Innovating Narratives: Little Red / Rapunzel (Bethan Woollvin) Poetry link		Making Links and Inventing Narratives: Mixed Up Fairy Tales Billy and the Beast			Developing Punctuation: Traction Man is Here		Developing Punctuation & Vocabulary: Look Up!		Writing a Report: Here We Are	
Summer	Creating Descriptions: Journey Poetry link		Writing Recounts: On the Way Home		Writing Instructions: Nimesh the Adventurer	Writing Letters: Where the Wild Things Are		Creating an Interview & Fact files: Ada Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer		Writing About Real Events: All About Year 1!	



Writing Overview: Year 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Creating Poetry Thinker: My Puppy Poet and Me Poetry unit		Developing Humour and Rhyme: Green Eggs and Ham Poetry link	Developing Punctuation: The Disgusting Sandwich		Personal Narratives: The Proudest Blue		Connecting Ideas within Narratives: Lubna and Pebble		Writing to Inform: Paddington's Post	
Spring	Developing Punctuation: Don't Let the Pigeon Drive the Bus!	Creating Persuasive Texts: The King Who Banned the Dark			Writing about Real Life: What Do Grown Ups Do All Day?	Developing Vocabulary: The Dragon Machine Poetry link		Writing a Fact file: Monstrous Book of Monsters & Dragon World		Writing Explanations: Until I Met Dudley	
Summer	Developing Punctuation & Description: The Tunnel Poetry link		Writing Recounts: Hide and Seek		Inventing Narratives: Gorilla		Writing Instructions: 10 Things I Can Do to Help My World/ The Great Big Green Book	Developing Persuasive Language: The Promise/ Wangari's Trees of Peace		Expanding Vocabulary to Describe and Inform: Africa, Amazing Africa	



Writing Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Jabberwocky – Lewis Carroll (1 week)	Developing Description: Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)			Instructions: Instructions – Neil Gaiman (2 weeks)		Writing to Inform: Day of the Dinosaurs –Steve Brusatte (2 weeks)		Developing Dialogue: Stone Age Boy - Satoshi Kitamura (3 weeks)		
Spring	Investigating Viewpoint: Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)		Discussion: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)		Reporting: Fairy Tale Crimes (2 weeks)		Class Fact File: This is How We do It – Matt Lamothe (2 weeks)		Traditional Fables: Poetry Link (3 weeks)		
Summer	Creating Atmosphere: Escape From Pompeii –Cristina Balit Poetry Link (4 weeks)				Writing to Inform: Earth Shattering Events – Robin Jacobs (2 weeks)		Writing to Persuade: Adverts & Reviews Izzy Gizmo –Pip Jones (2 weeks)		Letter Writing for Different Purposes & Audiences: The Day The Crayons Quit –Drew Daywalt (3 weeks)		



Writing Overview: Year 4



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poems Aloud - Joseph Coelho (1 week)	Instructional Writing: Building With Lego Chop, Sizzle Wow – The Silver Spoon (2 weeks)		Developing Description: The Building Boy – Ross Montgomery (3 weeks)			Writing to Inform: Dragonology: The Complete Book of Dragons – Dugald Steer (3 weeks)			Writing Short Stories: Characters & Settings The Story Shop: Stories for Literacy – Nikki Gamble (2 weeks)	
Spring		Creating Narrative: Traditional Tales Usborne’s 1001 Arabian Nights (3 weeks)		Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)			Creating Narrative: The Great Kapok Tree (2 weeks)		Persuasion: Save the Rainforest Poetry Link: There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon (3 weeks)		
Summer		Writing to Entertain: Personal Recounts Quick! Let’s Get Out of Here - Michael Rosen Poetry Link (3 weeks)		Discussion: This or That? Pippa Goodheart (3 weeks)			Author Study: Nicola Davies (3 weeks)			Biography: Inventors: Incredible stories of the world’s most ingenious inventions –Robert Winston (2 weeks)	



Writing Overview: Year 5



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Rhythm and Poetry - Karl Nova (1 week)	Character & Setting: Painting A Picture with Words (3 weeks)			Writing to Inform & Discuss: Comparative writing What's The Difference – Emma Strack (2 weeks)		Creating a New Chapter: The Invention of Hugo Cabret – Brian Selznick (3 weeks)			Explanations: The Way Things Work – David Macaulay (2 weeks)	
Spring	Creating Recounts: Shackleton's Journey – William Grill (3 weeks)			Creating Pace and Tension in Narrative: Varjak Paw – S F Said (3 weeks)			Writing to Entertain: Cloud Busting – Malorie Blackman Poetry Link (3 weeks)			Writing Biographies: Survivors – David Long (2 weeks)	
Summer	Writing Narrative: The Water Tower – Gary Crew (2 weeks)		Writing to Inform: Real-Life Mysteries – Susan Martineau (2 weeks)		Discussion: Real-Life Mysteries – Susan Martineau (2 weeks)		Narrative & Poetry: Playing With Words Varmints – Helen Ward; The Rabbits – John Marsden Poetry Link - The Lost Words - Robert Macfarlane (3 weeks)			Persuasion: Global Warming (2 weeks)	



Writing Overview: Year 6



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poetry Please :The Seasons – Various; If All The World Were - Joe Coelho (1 week)	Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks)		Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)			Creating a New Chapter: SeaBEAN – Sarah Holding (3 weeks)			Persuasion: Reducing Waste Campaign (2 weeks)	
Spring	Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link On The Move’ - Michael Rosen (4 weeks)				Biographies: Little Leaders - Vashti Harrison (2 weeks)		Discussion: What Is Right & Wrong?... - Michael Rosen & Annemarie Young (3 weeks)			Narrative Non-fiction: Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas (2 weeks)	
Summer	Modern Retellings: Shakespeare Mr. William Shakespeare’s Plays - Marcia Williams (3 weeks)			Journalism: Critical Literacy & Bias (3 weeks)			Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks)			Fact or Fiction: History’s Mysteries - National Geographic Kids (2 weeks)	



Writing Overview: Year 1



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Developing Vocabulary & Sentences: Beegu Poetry link		Developing Vocabulary & Sentences: The Lonely Beast		Developing Vocabulary & Sentences: Ralph Tells A Story	Developing Description: Lost in the Toy Museum		Developing Narrative Structure: Stanley's Stick		Writing About Real Life: The Big Book of the UK	
Spring	Innovating Narratives: Little Red / Rapunzel (Bethan Woollvin) Poetry link		Making Links and Inventing Narratives: Mixed Up Fairy Tales Billy and the Beast			Developing Punctuation: Traction Man is Here		Developing Punctuation & Vocabulary: Look Up!		Writing a Report: Here We Are	
Summer	Creating Descriptions: Journey Poetry link		Writing Recounts: On the Way Home		Writing Instructions: Nimesh the Adventurer	Writing Letters: Where the Wild Things Are		Creating an Interview & Fact files: Ada Twist, Scientist Iggy Peck, Architect Rosie Revere, Engineer		Writing About Real Events: All About Year 1!	





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Vocabulary and Sentences:</p> <p>Beegu (2 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will learn how to select words that are most appropriate to describe a character, and to develop these words into sentences that form the beginnings of a characterisation.</p> <p>They will start to develop understanding of different word classes, such as nouns and adjectives, and use some adjectives that have been modelled to them to create character descriptions and a shared class poem.</p> <p>They will practice orally rehearsing and retelling a story to put it into their own words.</p>	<p>Beegu (Alexis Deacon)</p> <p>POETRY TEXT: 'Today I Feel' by Gervase Phinn (from Poems to Perform, Julian Donaldson)</p>	<ul style="list-style-type: none"> To leave spaces between words To use capital letters for names To begin to punctuate sentences with a capital letter and a full stop 	<ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Developing Vocabulary and Sentences:</p> <p>The Lonely Beast (2 weeks)</p>	<p>Pupils will continue to develop their understanding and use of appropriate vocabulary in different contexts.</p> <p>They will develop their knowledge of upper-case letters and accurately use them to punctuate their sentences, as well as the personal pronoun 'I' by writing a diary entry of the Beast and retelling parts of the story</p>	<p>The Lonely Beast (Chris Judge)</p>	<ul style="list-style-type: none"> To begin to punctuate sentences with a capital letter and a full stop To leave spaces between words To use capital letter for personal pronoun 'I' 	<ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Developing Vocabulary and Sentences:</p> <p>Ralph Tells A Story (1 week)</p>	<p>In this unit, pupils will have a chance to develop their own story and be given time to write it, publish it and role play it with their classmates, inviting feedback and how to improve based on the impact on the reader and audience.</p>	<p>Ralph Tells A Story (Abby Hanlon)</p>	<ul style="list-style-type: none"> To begin to punctuate sentences with a capital letter and full stop To leave spaces between words To use capital letters for names To use capital letter for personal pronoun 'I' 	<ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>





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<p>Developing Description:</p> <p>Lost in the Toy Museum (2 weeks)</p>	<p>In this unit, pupils will build upon their understanding of different word classes introduced in previous units, such as nouns and adjectives. They will practise and apply the spelling rule for adding –s or –es for plural nouns within their writing.</p> <p>Pupils will be given the opportunity to create notices and posters for the school community and develop descriptions of their own favourite toys as part of their own game of ‘hide and seek’, leading to the development of a class book about their favourite toys.</p>	<p>Lost in the Toy Museum (David Lucas)</p>	<ul style="list-style-type: none"> To punctuate sentences with a capital letter and full stop To use capital letters for names of people To leave spaces between words Using the spelling rule for adding –s or –es as the plural marker for nouns (transcription objective) 	<ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Developing Narrative Structure:</p> <p>Stanley’s Stick (2 weeks)</p>	<p>Pupils will continue to develop their phonological awareness (through discovering and writing words with consonant clusters), as well as consolidating their use of capital letters and full stops to punctuate sentences. To develop their understanding of sentence structure, pupils will be introduced to a verb. They will also build upon their understanding of narrative structure by creating their own stories based on sticks that they find on a local walk (or their own creations for a toy) by retelling, acting out and writing down their ideas.</p>	<p>Stanley’s Stick (John Hegley & Neal Layton)</p>	<ul style="list-style-type: none"> To punctuate sentences with a capital letter and full stop To leave spaces between words To use capital letters for the names of people and the personal pronoun ‘I’ 	<ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Writing About Real Life:</p> <p>The Big Book of the UK (2 weeks)</p>	<p>In this unit, pupils will further their understanding of what it means to write to inform by looking closely at ‘The Big Book of the UK’ and other models of informative writing.</p> <p>Pupils will apply this knowledge to create their own non-fiction booklets about something important to them (e.g. their own heritage and cultural background, their school and the local community, or another topic they are really interested in and know lots about!) They will start to develop their use of conjunctions, using ‘and’ to link between clauses.</p>	<p>The Big Book of the UK (Imogen Russell Williams & Louise Lockheart)</p>	<ul style="list-style-type: none"> To punctuate sentences with a capital letter and full stop To use capital letters for people & places Joining words and joining clauses using ‘and’ 	<ul style="list-style-type: none"> write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) write simple phrases and sentences that can be read by others (ELG: Writing, 2020) leave spaces between words (Y1) use capital letters for names (Y1) Use capital letter for personal pronoun ‘I’ (Y1) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Innovating Narratives:</p> <p>Little Red/Rapunzel</p> <p>(2 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will investigate the use of a question mark and apply it to their own writing.</p> <p>They will be able to devise their own questions to ask the characters in the story, ask them through role play and then create their own scene using questions in speech bubbles.</p> <p>They will develop their understanding of alliteration and onomatopoeia through creating their own poem.</p>	<p>Little Red & Rapunzel (Bethan Woollvin)</p> <p>POETRY TEXT:</p> <p>Daydreams and Jellybeans (Alex Wharton & Katy Riddell)</p>	<ul style="list-style-type: none"> To begin to punctuate sentences using a question mark Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) sequence sentences to form short narratives (Y1) To punctuate sentences with a capital letter and full stop (Y1) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Making Links and Inventing Narratives:</p> <p>Mixed Up Fairy Tales</p> <p>Billy and the Beast</p> <p>(3 weeks)</p>	<p>In this unit, pupils will develop their own 'mixed-up' fairytale, combining their knowledge of fairytales to create their own unique story. The story of 'Billy and the Beast' will be used for pupils to make intertextual links with the fairytales they know, encouraging them to do the same in their own writing.</p> <p>They will also review and practise their use of questions as well as creating their own character descriptions by devising a selection of un- words (e.g. unkind, unhappy, unlucky).</p>	<p>Mixed Up Fairy Tales (Hilary Robinson & Nick Sharratt)</p> <p>Billy and the Beast (Nadia Shireen)</p>	<ul style="list-style-type: none"> Practise using the prefix -un (<i>transcription objective</i>) To punctuate sentences with a capital letter and full stop or question mark Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) sequence sentences to form short narratives (Y1) To punctuate sentences with a capital letter and full stop (Y1) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Punctuation: Traction Man is Here (2 weeks)</p>	<p>In this unit, pupils will investigate the use of an exclamation mark and apply it to their own writing.</p> <p>Pupils will be given the opportunity to create their own comic scene, based on their own ideas from the book to develop their use of exclamation marks in speech.</p>	<p>Traction Man is Here (Mini Grey)</p>	<ul style="list-style-type: none"> Beginning to punctuate sentences using an exclamation mark Use a capital letter for the personal pronoun 'I' Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) sequence sentences to form short narratives (Y1) To punctuate sentences with a capital letter, full stop or question mark (Y1) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Developing Punctuation and Vocabulary: Look Up! (2 weeks)</p>	<p>In this unit, pupils will further their understanding of the different word classes of nouns, verbs and adjectives and use this knowledge to develop their sentences.</p> <p>They will create their own fact files using questions (e.g. Did you know.....?) about Space and famous astronauts such as Mae Jemison.</p>	<p>Look Up! (Nathan Byron)</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop or question mark Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) Beginning to punctuate sentences using an exclamation mark 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) sequence sentences to form short narratives (Y1) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>
<p>Writing A Report: Here We Are (2 weeks)</p>	<p>In this unit, pupils will continue thinking about how we are moved to write to inform, and look at a range of model texts to find out about the features of a report.</p> <p>They will apply their knowledge to create a report about their own imaginary planet.</p>	<p>Here We Are (Oliver Jeffers)</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop or question mark Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) Beginning to punctuate sentences using an exclamation mark 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) Use a capital letter for personal pronoun 'I' (Y1) <p>All Year 1 Writing Composition objectives to be applied and reviewed in all units</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating Descriptions:</p> <p>Journey</p> <p>(2 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will investigate root words and applying the suffix '-ing', to change the meaning in their own writing</p> <p>They will apply these spelling rules to descriptions of the pictures in the wordless picture book 'Journey'.</p> <p>They will create their own story and poem based on the images from 'Journey'.</p>	<p>Journey (Aaron Becker)</p> <p>POETRY TEXT:</p> <p>Out & About: The First Book of Poems (Shirley Hughes)</p>	<ul style="list-style-type: none"> Using the suffix -ing, where no change is needed in the spelling of root words (<i>transcription objective</i>). Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark sequence sentences to form short narratives 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) To punctuate sentences with a capital letter and full stop (Y1) Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) All Year 1 Writing Composition objectives to be applied and reviewed in all units
<p>Writing Recounts:</p> <p>On the Way Home</p> <p>(2 weeks)</p>	<p>In this unit, pupils will continue to investigate root words and applying the suffix -ed in order to use the past tense in their writing, and apply this to a recount based on the text 'On the Way Home'.</p> <p>They will apply the same combination of recounting their everyday journeys to and from school, mixed with imaginary encounters.</p>	<p>On the Way Home (Jill Murphy)</p>	<ul style="list-style-type: none"> Using the suffix -ed, where no change is needed in the spelling of root words (<i>transcription objective</i>). Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use capital letters for the days of the week Use a capital letter for personal pronoun 'I' 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for names of people, places (Y1) sequence sentences to form short narratives (Y1) Use a capital letter for personal pronoun 'I' (Y1) Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) All Year 1 Writing Composition objectives to be applied and reviewed in all units
<p>Writing Instructions:</p> <p>Nimesh the Adventurer</p> <p>(1 week)</p>	<p>In this unit, pupils will continue to consider what it means to write to inform. They will look at a range of instructional texts and write their own instructions for an invented class board game.</p> <p>They will use some of the imaginary situations and instructional language from 'Nimesh the Adventurer' to write a set of instructions for a range of penalties and rewards for an invented board game.</p>	<p>Nimesh the Adventurer (Ranjit Singh)</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Joining words and joining clauses using and (<i>and starting to use some other conjunctions</i>) 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) To punctuate sentences with a capital letter and full stop (Y1) Use a capital letter for personal pronoun 'I' (Y1) All Year 1 Writing Composition objectives to be applied and reviewed in all units





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing Letters:</p> <p>Where the Wild Things Are</p> <p>(2 weeks)</p>	<p>In this unit, pupils will continue to think about how and why we are moved to write to inform. They will look at a range of letters to investigate their features and write their own letters to and from the characters in the story of 'Where The Wild Things Are', as well as to inform their chosen reader of what has been happening during their learning of the unit.</p> <p>They will continue to practise the use of past tense in their writing, using the suffix '-ed' where no change is needed in the spelling of the root word.</p>	<p>Where the Wild Things Are (Maurice Sendak)</p>	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Practise using -ed, -er and -est where no change is needed in the spelling of root words (<i>transcription objective</i>). 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) use capital letters for people, places & the days of the week (Y1) To punctuate sentences with a capital letter and full stop (Y1) Use a capital letter for personal pronoun 'I' (Y1) Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) All Year 1 Writing Composition objectives to be applied and reviewed in all units
<p>Creating Interviews and Fact Files</p> <p>(2 weeks)</p>	<p>In this unit, pupils will develop their use of questions for a range of visitors (e.g. parents, people who work in the local community such as police officers, postal workers, etc) to conduct interviews to find out more about their careers.</p> <p>They will develop fact files about a range of jobs, based on these interviews and the books they have read in class.</p>	<p>Ada Twist, Scientist Rosie Revere, Engineer Iggy Peck, Architect (Andrea Beaty)</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for the names of people, places, the days of the week 	<ul style="list-style-type: none"> leave spaces between words (Y1) use capital letters for names (Y1) To punctuate sentences with capital letter and full stop Use a capital letter for personal pronoun 'I' (Y1) Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) All Year 1 Writing Composition objectives to be applied and reviewed in all units
<p>Writing About Real Events:</p> <p>All About Year 1!</p> <p>(2 weeks)</p>	<p>In this unit, pupils will reflect on their time in Year 1, discussing the advice they would like to pass on to the next Year 1 class.</p> <p>They will create their own memory books and 'top tips' (written in the form of instructions) for being a good friend and student in Year 1.</p>	<p>Meesha Makes Friends (Tom Percival)</p>	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for the names of people, places, the days of the week and the personal pronoun 'I' 	<ul style="list-style-type: none"> leave spaces between words (Y1) sequence sentences to form short narratives (Y1) To punctuate sentences with a capital letter and full stop (Y1) Joining words and joining clauses using 'and' (<i>and starting to use some other conjunctions</i>) Practise using -ing, -ed, -er and -est where no change is needed in the spelling of root words (<i>transcription objective</i>) All Year 1 Writing Composition objectives to be applied and reviewed in all units



Writing Overview: Year 2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Creating Poetry Thinker: My Puppy Poet and Me Poetry unit		Developing Humour and Rhyme: Green Eggs and Ham Poetry link	Developing Punctuation: The Disgusting Sandwich		Personal Narratives: The Proudest Blue		Connecting Ideas within Narratives: Lubna and Pebble		Writing to Inform: Paddington's Post	
Spring	Developing Punctuation: Don't Let the Pigeon Drive the Bus!	Creating Persuasive Texts : The King Who Banned the Dark			Writing about Real Life: What Do Grown Ups Do All Day?	Developing Vocabulary: The Dragon Machine Poetry link		Writing a Fact file: Monstrous Book of Monsters & Dragon World		Writing Explanations: Until I Met Dudley	
Summer	Developing Punctuation & Description: The Tunnel Poetry link		Writing Recounts: Hide and Seek		Inventing Narratives: Gorilla		Writing Instructions: 10 Things I Can Do to Help My World/ The Great Big Green Book	Developing Persuasive Language: The Promise/ Wangari's Trees of Peace		Expanding Vocabulary to Describe and Inform: Africa, Amazing Africa	





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating Poetry:</p> <p>Thinker: My Puppy Poet and Me</p> <p>(2 weeks)</p> <p>POETRY UNIT</p>	<p>In this unit, pupils will develop their understanding of poetry and free verse, developing their vocabulary and word choice. They will also learn about the structure of a haiku and attempt to create their own, by carefully thinking about the amount of syllables in the words they choose.</p> <p>They will create a shared class poem about being back at school, and then go on to make their own poem about something or someone they love.</p>	<p>Thinker: My Puppy Poet and Me (Eloise Greenfield)</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Use expanded noun phrases to describe and specify • Divide words into syllables (<i>statutory requirement in Appendix 1</i>) 	<ul style="list-style-type: none"> • leave spaces between words (Y1) • Join words and join clauses using 'and' (Y1) • Begin to punctuate sentences with a capital letter and a full stop, question mark or exclamation mark (Y1) • use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) • Composing a sentence orally before writing it (Y1) • Re-reading what they have written to check it makes sense (Y1) • Discuss what they have written with the teacher or other pupils (Y1) • Read aloud their writing clearly enough to be heard by their peers or the teacher (Y1)
<p>Developing Humour and Rhyme:</p> <p>Green Eggs and Ham</p> <p>(1 week)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will develop their use of rhyme in order to write to entertain their reader, who will be a younger audience – such as the children in nursery or reception within the school</p> <p>They will practise using an exclamation mark and question mark in order to develop their understanding of how to punctuate sentences</p> <p>They will create their own text in the style of Dr Seuss for younger children in the school</p>	<p>Green Eggs and Ham (Dr Seuss)</p>	<ul style="list-style-type: none"> • Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks • Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones (<i>transcription objective</i>) 	<ul style="list-style-type: none"> • leave spaces between words (Y1) • Join words and join clauses using 'and' (Y1) • Begin to punctuate sentences with a capital letter and a full stop, question mark or exclamation mark (Y1) • use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) • Composing a sentence orally before writing it (Y1) • Re-reading what they have written to check it makes sense (Y1) • Discuss what they have written with the teacher or other pupils (Y1) • Read aloud their writing clearly enough to be heard by their peers or the teacher (Y1) • Use expanded noun phrases to describe and specify (Y2)





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Punctuation:</p> <p>The Disgusting Sandwich (2 weeks)</p>	<p>In this unit, children will be introduced to the comma and how it can be used to separate items in a list (as exemplified in a cumulative story, such as 'The Disgusting Sandwich')</p> <p>They will practice using commas in a list to describe their own class sandwich.</p> <p>They will also create instructions for creating their own disgusting sandwiches, or another revolting creation of their choice, starting to understand and apply the use of commands in this form of writing.</p>	<p>The Disgusting Sandwich (Gareth Edwards)</p>	<ul style="list-style-type: none"> • Learn how to use new punctuation correctly, such as commas for lists • Develop their ability to write to inform, understanding some features of instructions • Use expanded noun phrases to describe and specify • Learn how to use sentences with different forms (<i>commands for instructions</i>) 	<ul style="list-style-type: none"> • Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) • Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) • Leave spaces between words (Y1) • Join words and join clauses using 'and' (Y1) <p>• Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>
<p>Personal Narratives:</p> <p>The Proudest Blue (2 weeks)</p>	<p>In this unit, pupils will develop their use of expanded noun phrases to create their own personal narratives, as well as develop an understanding of using the simple present tense accurately and consistently.</p> <p>They will look closely at how an important moment in a child's life is narrated in 'The Proudest Blue' and other examples, using these as inspiration to create their own narrative about an important moment in their own lives, such as the first day at school.</p>	<p>The Proudest Blue (Ibtihaj Muhammad)</p>	<ul style="list-style-type: none"> • Learn how to use expanded noun phrases to describe and specify • Use the present tense correctly and consistently • To develop the ability to write to entertain, including writing narratives about experiences of others (real and fictional) 	<ul style="list-style-type: none"> • Leave spaces between words (Y1) • Join words and join clauses using 'and' (Y1) • Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) • Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) • Learn how to use new punctuation correctly, such as commas for lists (Y2) <p>• Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Connecting Ideas within Narratives:</p> <p>Lubna and Pebble (2 weeks)</p>	<p>In this unit, pupils will focus on how to link their ideas, developing their use of co-ordinating conjunctions. They will develop and practise their use of compound sentences.</p> <p>Pupils will then collect their own 'pebble' and tell & write their own favourite stories that inspire them or provide joy, to then create published versions to place in a box with their pebble to take home and retell to their friends and/or families.</p>	<p>Lubna and Pebble (Wendy Meddour)</p>	<ul style="list-style-type: none"> Learn how to use co-ordination (using or, and or but) to join their ideas Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks To develop the ability to entertain, including writing narratives 	<ul style="list-style-type: none"> Leave spaces between words (Y1) Join words and join clauses using 'and' (Y1) Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) <p>Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>
<p>Writing to Inform:</p> <p>Paddington's Post (2 weeks)</p>	<p>In this unit, pupils will investigate different ways in which we write to inform, exploring similarities of language and layout. Pupils will consolidate their use of simple present tense, start to develop their use of simple past tense and continue to develop their use of compound sentences by using co-ordinating conjunctions in their writing. They will build on their understanding of commands and look at the use of exclamations as a sentence type.</p> <p>Pupils will create their own letters, cards and postcards for their chosen readers – ranging from family members, friends, perhaps even Father Christmas!</p>	<p>Paddington's Post (Michael Bond)</p>	<ul style="list-style-type: none"> To develop the ability to write to inform, by using the typical layout and language features of a letter Learn how to use some features of written Standard English Use the simple present and simple past tense accurately and consistently Learn how to use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use co-ordination (using or, and or but) to join their ideas (Y2) Learn to use expanded noun phrases to describe and specify (Y2) <p>Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Punctuation:</p> <p>Don't Let the Pigeon Drive the Bus!</p> <p>(1 week)</p>	<p>In this unit, pupils will be introduced to the apostrophe as it is used to show contraction. They will practice using apostrophes for contracted forms in speech bubbles, representing dialogue from 'Don't Let the Pigeon Drive the Bus', before creating their own scenes of a story based on a similar theme.</p>	<p>Don't Let the Pigeon Drive the Bus! (Mo Willems)</p>	<ul style="list-style-type: none"> Learn how to use an apostrophe for contracted forms Learn to spell more words with contracted forms Learn how to use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Leave spaces between words (Y1) Join words and join clauses using 'and' (Y1) Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use coordination (using or, and or but) to join their ideas (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.
<p>Developing Persuasive Texts:</p> <p>The King Who Banned the Dark</p> <p>(3 weeks)</p>	<p>In this unit, pupils will be explicitly taught about another writing purpose - that of writing to persuade. Pupils will also develop their understanding of how to use an apostrophe by applying it to show singular possession and develop their understanding of sentence structure, starting to use subordinating conjunctions. Pupils will investigate some example texts that demonstrate persuasive language, such as an advert, poster and letter. They will create their own persuasive letters and posters based on the text, before writing their own persuasive texts based on something they feel strongly about, for an audience of their choice, such as a family member or friend.</p>	<p>The King Who Banned the Dark (Emily Haworth-Booth)</p>	<ul style="list-style-type: none"> Learn how to use an apostrophe for singular possession Learn how to use the present and past tenses correctly and consistently Learn how to use subordination (using when, if, that or because) Learn how to use some features of written Standard English To develop the ability to write to persuade, by using some of the language features of persuasive language 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To join words and join clauses using 'and' (Y1) To use capital letters for names of people, places, the days of the week and the personal pronoun (Y1)' (Y1) Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) Learn how to use coordination (using or, and or but) to join their ideas (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.
<p>Writing About Real Life:</p> <p>Interviews with our local community</p> <p>(1 week)</p>	<p>In this unit, pupils will be given the opportunity to conduct interviews with people from their school community. They will practise their use of questions and compound/ complex sentences.</p> <p>They will devise questions and record the answers based on interviews with people, and use this information to create reports.</p>	<p>What Do Grown Ups Do All Day? (Virginie Morgand)</p>	<ul style="list-style-type: none"> To develop knowledge of writing to inform, by using appropriate vocabulary and layout of a report Learn how to use the present tense correctly and consistently including the progressive form Learn how to use commas for lists Learn how to use an apostrophe for singular possession 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To join words and join clauses using 'and' (Y1) To use capital letters for names of people, places, the days of the week and the personal pronoun (Y1) Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to join their ideas (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Vocabulary:</p> <p>The Dragon Machine</p> <p>(2 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will develop their understanding of different word classes by using and identifying adverbs and adjectives in their writing. They will also develop their understanding of a verb as words used to describe an action, state or occurrence and crucial to sentence structure.</p> <p>They will create their own poem linked to the ideas found in the class text, and begin to use some figurative language such as similes.</p>	<p>The Dragon Machine (Helen Ward)</p> <p>POETRY TEXT:</p> <p>Tiger, Tiger, Burning Bright: Poetry Anthology by Fiona Waters</p>	<ul style="list-style-type: none"> To develop the ability to write to entertain, by using figurative language in poetry Learn how to use the present tense correctly and consistently including the progressive form To develop understanding of word classes and their functions, such as verbs, adverbs and adjectives To form adjectives using suffixes such as -ful and -less (<i>transcription objective</i>) 	<ul style="list-style-type: none"> Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use expanded noun phrases to describe and specify (Y2) Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.
<p>Creating Fact Files:</p> <p>Monstrous Book of Monsters & Dragon World</p> <p>(2 weeks)</p>	<p>In this unit, the children will look at irregular and regular past tense verb forms, and apply these to their writing, as well as consolidate their use of a comma to separate items in a list.</p> <p>They will look at different texts to see how information can be presented, then create their own 'fact files' about their own imaginary monster or dragon.</p>	<p>Monstrous Book of Monsters (Jonny Duddle & Aleksei Bitskoff)</p> <p>Dragon World (Tamara Macfarlane & Alessandra Fusi)</p>	<ul style="list-style-type: none"> Use the past tense correctly and consistently including the progressive form To develop the ability to write to inform, including using the language and layout features of a report Learn how to use commas for lists Learn how to use an apostrophe for singular possession 	<ul style="list-style-type: none"> Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to join their ideas (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing Explanations:</p> <p>Until I Met Dudley (2 weeks)</p>	<p>In this unit, pupils will develop their understanding of how to write to inform, by creating explanations. They will develop an understanding of the present progressive tense and apply this to their writing.</p> <p>They will create their own explanations about how a range of everyday objects work, for younger children in the school.</p>	<p>Until I Met Dudley (Roger McGough)</p>	<ul style="list-style-type: none"> • Learn to use the present tense correctly and consistently, including the progressive form • To develop the ability to write to inform, including the language and layout features of explanations, such as using adverbials of time • Learn how to use commas for lists • Learn how to use an apostrophe for singular possession • Learn how to use an apostrophe for contraction 	<ul style="list-style-type: none"> • Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) • Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) • Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to join their ideas (Y2) • Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Punctuation & Description:</p> <p>The Tunnel (2 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will develop their use of an apostrophe in their writing as well as detailed descriptive writing.</p> <p>They will create descriptive passages based on the Anthony Browne picture book 'The Tunnel'.</p> <p>They will create a shared class poem based on one of the key images from the story.</p>	<p>The Tunnel (Anthony Browne)</p> <p>POETRY TEXT: The Trouble with My Brother by Brian Patten (in Poems to Perform, Julia Donaldson)</p>	<ul style="list-style-type: none"> Learn how to use an apostrophe for singular possession Use the past tense correctly and consistently, including the progressive form Develop the understanding of word classes and their functions, such as verbs, adverbs and adjectives Use expanded noun phrases to describe and specify To form nouns using suffixes –ness and –er (<i>transcription objective</i>) 	<ul style="list-style-type: none"> Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for lists and apostrophes for the contracted forms and the possessive (singular) (Y2) Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.
<p>Writing Recounts:</p> <p>Hide & Seek (2 weeks)</p>	<p>In this unit, pupils will consolidate their understanding of the past tense, including the past progressive form, and apply this in their own writing and within a recount of their experiences.</p> <p>They will write a recount about their own exploratory walk /educational visit/ trip out. This might be a recount of a time when they searched for and found something (<i>like in Hide and Seek</i>). Alternatively, it could simply be a recount of a visit/trip or walk that they have been on, and have particularly enjoyed or found interesting e.g. <i>A trip to the beach, to a museum or to the zoo.</i></p>	<p>Hide and Seek (Anthony Browne)</p>	<ul style="list-style-type: none"> Use the past tense correctly and consistently, including the progressive form Develop understanding of writing to inform, using the language features of a recount Learn how to use commas for lists Develop the understanding of word classes and their functions, such as verbs, adverbs and adjectives 	<ul style="list-style-type: none"> Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to join their ideas (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.
<p>Inventing Narratives:</p> <p>Gorilla (2 weeks)</p>	<p>In this unit, pupils will consolidate their understanding of the structure of a narrative, using a greater range of writerly techniques such as varying their sentence length depending on the intended impact on the reader.</p> <p>They will create their own stories based on an imaginary night-time adventure.</p>	<p>Gorilla (Anthony Browne)</p>	<ul style="list-style-type: none"> Learn how to use an apostrophe for singular possession and contraction Learn to use expanded noun phrases to describe and specify Learn to use the present and past tense correctly and consistently, including the progressive form 	<ul style="list-style-type: none"> Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks (Y2) Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to join their ideas (Y2) Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.



	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing Instructions:</p> <p>The Big Green Book</p> <p>(1 week)</p>	<p>In this unit, pupils will explore different sentence types to create commands in the form of instructional texts.</p> <p>They will create a set of instructions for the school community about how to be positive influencers to reduce climate change and environmental waste.</p>	<p>The Great Big Green Book (Mary Hoffman & Ros Asquith)</p> <p>10 Things I Can Do to Help My World (Melanie Walsh)</p>	<ul style="list-style-type: none"> • Learning how to use sentences with different forms: questions, statements, exclamations and commands • Develop the ability to write to inform, including the language instructions, such as using imperative verbs 	<ul style="list-style-type: none"> • Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for lists and apostrophes for the contracted forms and the possessive (singular) (Y2) • Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to join their ideas (Y2) <p>• Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>
<p>Developing Persuasive Language:</p> <p>The Promise/ Wangari's Trees of Peace</p> <p>(2 weeks)</p>	<p>In this unit, children will revisit the writing purpose of persuasion and start to develop their use of rhetorical questions in their writing.</p> <p>They will create persuasive posters to encourage the wider community to plant and look after trees, linked to their environmental impact, before moving on to writing persuasive letters to people in the community about things they feel strongly about.</p>	<p>The Promise (Nicola Davies)</p> <p>Wangari's Trees of Peace (Jeanette Winter)</p>	<ul style="list-style-type: none"> • Learn how to use subordination (using when, if, that, or because) and coordination (using or, and or but) to create compound and complex sentences • Develop their ability to write to persuade, by using some of the language features of persuasive language 	<ul style="list-style-type: none"> • Learn how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks and question marks, commas for lists and apostrophes for the contracted forms and the possessive (singular) (Y2) • Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) <p>• Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>
<p>Expanding Vocabulary to Describe and Inform:</p> <p>Africa, Amazing Africa</p> <p>(2 weeks)</p>	<p>In this unit, children will have the opportunity to apply their knowledge of a range of punctuation, grammar and spelling rules and apply this to a dual writing purpose to entertain and inform, bearing in mind their intended impact on the reader (in this instance, the reader will be their choice).</p> <p>They will describe a chosen setting from their local area.</p> <p>They will create informative leaflets about an area they know well, using some of their descriptive writing within their leaflet.</p>	<p>Africa, Amazing Africa (Atinuke)</p>	<ul style="list-style-type: none"> • Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the singular possessive • Learn to use expanded noun phrases to describe and specify • Develop positive attitudes and stamina for writing by writing for a range of different purposes (<i>in this unit they will be writing for a dual purpose</i>) 	<ul style="list-style-type: none"> • Learn to use the present and past tense correctly and consistently, including the progressive form (Y2) • Learn how to use sentences with different forms: statement, question, exclamation, command (Y2) • Develop their understanding of word classes and their function, such as adverbs, adjectives and prepositions (Y2) <p>• Year 2 Writing composition objectives to be constantly taught and reviewed in every Writing unit.</p>



Writing Overview: Year 3



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Jabberwocky – Lewis Carroll (1 week)	Developing Description: Once Upon an Ordinary School Day - Colin McNaughton (3 weeks)			Instructions: Instructions – Neil Gaiman (2 weeks)		Writing to Inform: Day of the Dinosaurs –Steve Brusatte (2 weeks)		Developing Dialogue: Stone Age Boy - Satoshi Kitamura (3 weeks)		
Spring	Investigating Viewpoint: Twisted Fairy Tales The True Story of the Three Little Pigs - Jon Scieszka (2 weeks)		Discussion: Fairy Tale Crimes Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries -David Levinthal (2 weeks)		Reporting: Fairy Tale Crimes (2 weeks)		Class Fact File: This is How We do It – Matt Lamothe (2 weeks)		Traditional Fables: Poetry Link (3 weeks)		
Summer	Creating Atmosphere: Escape From Pompeii –Cristina Balit Poetry Link (4 weeks)				Writing to Inform: Earth Shattering Events – Robin Jacobs (2 weeks)		Writing to Persuade: Adverts & Reviews Izzy Gizmo –Pip Jones (2 weeks)		Letter Writing for Different Purposes & Audiences: The Day The Crayons Quit –Drew Daywalt (3 weeks)		





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating Poetry: (1 week)</p>	<p>In this unit, pupils will continue to develop their understanding of poetry, its conventions and purpose.</p> <p>They will develop their understanding of the meaning and origins of words in context, and how this contributes to the wider meaning of the text as whole.</p> <p>Pupils will experiment with language, rhythm and rhyme before creating and performing their own nonsense poems in order to entertain their audience.</p>	<p>Core text: <i>Jabberwocky</i> – Lewis Carroll</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Discuss language, extending their interest in the meaning and origin of words 	<ul style="list-style-type: none"> • Use capital letters for names and the personal pronoun 'I' (Y1) • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Recognise and know the functions of nouns, verbs and adjectives in writing (Y2) • Use expanded noun phrases to describe and specify (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
<p>Developing Description: (3 weeks)</p>	<p>In this unit, pupils will develop their understanding of the use of description within narrative, learning how the careful selection of words and phrases can create vivid images and have specific effects on their reader.</p> <p>They will review their prior learning on how to describe and specify nouns, and will learn how to provide additional detail for their reader using adverbs, conjunctions and prepositions to express time, place and cause.</p> <p>Pupils will practise describing characters, settings and events from the story before creating their own imaginative descriptive pieces inspired by music, just like the characters in the book!</p>	<p>Core text: <i>Once Upon an Ordinary School Day</i> – Colin McNaughton</p>	<ul style="list-style-type: none"> • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) • Correctly use a or an according to whether the next word begins with a consonant or vowel • Make choices about vocabulary that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use apostrophes to mark missing letters and singular possession (Y2) • Separate items in a list with commas (Y2) • Write sentences with more than one clause using subordinating (when, if, that, because) and co-ordinating (or, and, but) conjunctions (Y2) • Use expanded noun phrases to describe and specify (Y2) • Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (e.g. he was drumming; she was shouting) (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Instructions: (2 weeks)	<p>In this unit, pupils will review their understanding of the features and purpose of instructional writing from their KS1 learning.</p> <p>Pupils will learn to connect their ideas and add specific detail to their writing using conjunctions, adverbs and prepositions.</p> <p>They will experiment with interspersing instructional commands with additional informative and entertaining detail, learning about writing for a dual purpose.</p> <p>They will apply their learning to planning and writing their own fictional set of instructions inspired by the core text for the unit.</p>	<p>Core text: <i>Instructions – Neil Gaiman</i></p>	<ul style="list-style-type: none"> • Use a wide range of conjunctions to create multi-clause sentences. • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) 	<ul style="list-style-type: none"> • Use the present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something in progress (e.g. he is drumming; she is shouting) (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Write sentences with different forms (Y2) • Separate items in a list with commas (Y2) • Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) • Write sentences with more than one clause using subordinating (when, if, that, because) and co-ordinating (or, and, but) conjunctions (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
Writing to inform: (2 weeks)	<p>In this non-fiction unit, pupils will continue to develop their understanding about the purpose and features of writing to inform.</p> <p>They will focus on the organisation of their ideas, learning how to group related material into paragraphs and how to use simple layout devices, such as headings and sub-headings to guide their reader through the text.</p> <p>Pupils will apply their learning to creating their own information texts about their chosen dinosaur species to collate into a class non-fiction 'book'.</p>	<p>Core text: <i>Day of the Dinosaurs – Steve Brusatte</i></p>	<ul style="list-style-type: none"> • Group related ideas into paragraphs (e.g. every sentence in each paragraph should be about the same topic) • Understand how to use simple devices to organise material and aid presentation • Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about 	<ul style="list-style-type: none"> • Use the past or present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something is or was in progress (e.g. he was drumming; she is shouting) (Y2) • Add detail by describing and specifying nouns (e.g. the blue butterfly) (Y2) • Use a wide range of conjunctions to create multi-clause sentences (Y3) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Dialogue (3 weeks)</p>	<p>In this unit, pupils will build on their existing knowledge of the structure and features of narrative writing, with a focus on their purpose and audience.</p> <p>They will revisit the ways in which they can entertain their reader by creating vivid imagery and evoking emotional responses, linking back to their learning from their recent 'Developing Description' unit.</p> <p>Pupils will learn how and why dialogue is used in narrative, practising how to punctuate direct speech using inverted commas.</p> <p>They will plan, write and edit a new story based on the one they have shared, applying their new and revisited narrative writing skills.</p>	<p>Core text: <i>Stone Age Boy</i> - Satoshi Kitamura</p> <p>Linked Texts: <i>Day of the Dinosaurs</i> – Steve Brusatte</p> <p><i>Ug: Boy Genius of the Stone Age</i> – Raymond Briggs</p>	<ul style="list-style-type: none"> Understand the uses and purposes of dialogue in narrative writing Use inverted commas around words being spoken to punctuate direct speech 	<ul style="list-style-type: none"> Identify the basic structure and features of narrative (e.g. characters, setting, problem, beginning, middle, end) (Y2) Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (e.g. he was drumming; she was shouting) (Y2) Write sentences with different forms (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use expanded noun phrases to describe and specify (Y2) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) Make choices about vocabulary that shows an understanding of purpose and audience (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Investigating Viewpoint: Twisted Fairy Tales (2 weeks)	<p>Building on their learning about first-person narrative from the Autumn Term, pupils will retell a classic tale from the point of view of one of the key characters, considering how a change in viewpoint affects content, vocabulary and grammar.</p> <p>Pupils will choose which familiar tale they will retell, and from which character's perspective, making careful choices about their use of language and grammar accordingly.</p>	<p>Core text: <i>The True Story of the Three Little Pigs</i> by Jon Scieszka</p> <p>Linked text: <i>A Tale of Two Beasts</i> – Fiona Robertson</p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories using familiar characters) Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) 	<ul style="list-style-type: none"> Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters (Y2) Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (e.g. he was drumming; she was shouting) (Y2) Use inverted commas around words being spoken to punctuate direct speech (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
Discussion: Fairy Tale Crimes (2 weeks)	<p>In this unit, pupils will be introduced to the purpose and features of discussion, reviewing their Autumn Term learning on how to group related ideas into paragraphs.</p> <p>They will learn about the importance of examining both sides of an argument before making a judgement, using supporting evidence to justify opinions.</p> <p>Pupils will choose a topic on which to write a short discussion text.</p>	<p>Optional text: <i>Who Pushed Humpty Dumpty & Other Notorious Nursery Tale Mysteries</i> – David Levinthal</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs (e.g. every sentence in each paragraph should be about the same topic) Make choices about vocabulary and grammar that shows an understanding of purpose and audience 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and singular possession (Y2) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
Reporting: Fairy Tale Crimes (2 weeks)	<p>In this unit, pupils will examine the features of news reports, learning about their primary purpose in informing the reader and how this affects content, grammar, vocabulary and viewpoint.</p> <p>Pupils will learn how to punctuate quotations, reviewing their prior learning on the use of inverted commas.</p> <p>They will apply their learning to creating a basic written news report on a topic of their choice, such as a fairy tale or nursery rhyme crime.</p>		<ul style="list-style-type: none"> Make choices about grammar and vocabulary and tone that shows an understanding of purpose and audience (e.g. clear differences in language to persuade and language to inform) Use inverted commas around words being spoken to punctuate direct speech 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Make correct and consistent use of the present and past tense, including progressive forms (Y2) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Group related ideas into paragraphs in non-fiction writing (Y3) Use simple devices to organise material and aid presentation (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Class Fact File: (2 weeks)</p>	<p>Building on their prior learning of writing to inform, pupils will create fact files to inform others about themselves and their class, making decisions about the form and presentation of their writing in line with their chosen audience.</p> <p>They will continue to develop their understanding of how to structure their writing into paragraphs, signalling to their reader what each section is about, and using simple layout devices to aid presentation and organisation.</p>	<p>Core text: <i>This is How We Do It: One Day in the Lives of Seven Kids from around the World</i> – Matt Lamothe</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs (e.g. every sentence in each paragraph should be about the same topic) Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) Use a wide range of conjunctions to create multi-clause sentences. Sometimes use the perfect verb form (e.g. he has gone; I have lived). 	<ul style="list-style-type: none"> Make correct and consistent use of the present and past tense, including progressive forms (Y2) Use expanded noun phrases to describe and specify (Y2) Use capital letters for names and the personal pronoun 'I' (Y1) Use apostrophes to mark missing letters and singular possession (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
<p>Traditional Fables: (3 weeks)</p> <p>POETRY LINK</p>	<p>Pupils will share a selection of fables, identifying the features and themes that run across them.</p> <p>They will review their prior learning on narrative writing, including the use of inverted commas to punctuate dialogue, whilst developing their understanding of paragraphing and cohesion in fiction.</p> <p>Pupils will develop their own morals, characters and plots, creating their own brief narrative in the style of a fable, before summarising their story, reworking it into a poetic form of their choice.</p>	<p>Core text: <i>Selection of Traditional Fables (e.g. Aesop's Fables)</i></p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) Use inverted commas around words being spoken to punctuate direct speech 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use capital letters for names and the personal pronoun 'I' (Y1) Use apostrophes to mark missing letters and singular possession (Y2) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating Atmosphere: (4 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will focus on how language and grammar can be carefully selected to create atmosphere, learning how this affects a reader's emotional response to the text.</p> <p>Pupils will explore how different moods have been created across a shared text, before writing their own version of the narrative from a first-person viewpoint. They will choose or create a character whose perspective they would like to re-tell the story from, making decisions about how that viewpoint will affect the events of the narrative, and the language and grammar used to tell it.</p> <p>Using the rich vocabulary they have built as part of their narrative writing, pupils will also create, present and perform poetry, revisiting their understanding of different poetic forms and devices, and learning about the use personification to create vivid images for their audience.</p>	<p>Core text: <i>Escape From Pompeii</i> – Cristina Balit</p>	<ul style="list-style-type: none"> • Make choices about vocabulary, grammar, structure and tone that show an understanding of purpose and audience • Add detail by expressing time (yesterday, soon, afterwards) and place (in, under) • Sometimes use the perfect verb form (e.g. he had gone) • Use inverted commas around words being spoken to punctuate direct speech • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Make correct and consistent use of the present and past tense, including progressive forms (Y2) • Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use apostrophes to mark missing letters and singular possession (Y2) • Write sentences with different forms (Y2) • Use figurative language to maximize the effect on the reader (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>
<p>Writing to inform: (2 weeks)</p>	<p>Pupils will review and develop their understanding of non-fiction writing, consolidating their understanding of the types of language and grammar used to inform the reader.</p> <p>They will revisit how to organise their ideas into paragraphs around a particular topic and how sub-headings and other layout devices can aid the structure and presentation of information.</p> <p>Pupils will choose the topic of their own informative text, generating content and making decisions about how to present their information to their reader.</p>	<p>Core text: <i>Earth Shattering Events</i> -Robin Jacobs</p>	<ul style="list-style-type: none"> • Group related ideas into paragraphs (e.g. every sentence in each paragraph should be about the same topic) • Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about • Sometimes use the present perfect verb form (e.g. he has gone) • Make choices about vocabulary and grammar that shows an understanding of purpose and audience • Build cohesion by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while, as) 	<ul style="list-style-type: none"> • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Make correct and consistent use of the present and past tense, including progressive forms (Y2) • Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing to persuade: Adverts & Reviews (2 weeks)</p>	<p>In this unit, pupils will learn about the purpose and features of persuasion, building on their KS1 knowledge.</p> <p>They will examine how careful choices in language, grammar and structure can contribute to the persuasive effect on the audience, reviewing their prior learning of the four different sentence forms and the related punctuation, learning how each can enhance meaning when writing to persuade.</p> <p>Pupils will apply their learning to writing adverts and reviews for fictional inventions inspired by a shared text.</p>	<p>Core text: <i>Izzy Gizmo – Pip Jones</i></p>	<ul style="list-style-type: none"> • Make choices about vocabulary, grammar, structure and tone that show an understanding of purpose and audience 	<ul style="list-style-type: none"> • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) • Use apostrophes to mark missing letters (Y2)
<p>Letter Writing: (3 weeks)</p>	<p>Pupils will share 'The Day The Crayons Quit', using knowledge from their previous writing units to identify features of writing to inform and to persuade within the letters in the story.</p> <p>They will learn about the structure of letters, reviewing their prior learning on grouping related material into paragraphs and making links between ideas.</p> <p>Pupils will practise writing their own fictional persuasive letters from the point of view of a classroom object, before choosing their own real-life audience and purpose to apply their letter-writing skills (e.g. <i>writing a letter to their new teacher to introduce themselves or writing a letter to their parent persuading them to take them on a special trip in the school holidays, etc.</i>)</p>	<p>Core text: <i>The Day The Crayons Quit – Drew Daywalt</i></p>	<ul style="list-style-type: none"> • Group related ideas into paragraphs (e.g. every sentence in each paragraph should be about the same topic) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) • Make choices about vocabulary, grammar, structure and tone that show an understanding of purpose and audience. 	<ul style="list-style-type: none"> • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) • Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)



Writing Overview: Year 4



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poems Aloud - Joseph Coelho (1 week)	Instructional Writing: Building With Lego Chop, Sizzle Wow – The Silver Spoon (2 weeks)		Developing Description: The Building Boy – Ross Montgomery (3 weeks)			Writing to Inform: Dragonology: The Complete Book of Dragons – Dugald Steer (3 weeks)			Writing Short Stories: Characters & Settings The Story Shop: Stories for Literacy – Nikki Gamble (2 weeks)	
Spring	Creating Narrative: Traditional Tales Usborne’s 1001 Arabian Nights (3 weeks)			Dual Purpose Writing: David Attenborough Wildlife Voiceovers Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins (3 weeks)			Creating Narrative: The Great Kapok Tree (2 weeks)		Persuasion: Save the Rainforest Poetry Link There’s a ‘Rangtan in my Bedroom - James Sellick and Frann Preston-Gannon (3 weeks)		
Summer	Writing to Entertain: Recounts Quick! Let’s Get Out of Here - Michael Rosen Poetry Link (3 weeks)			Discussion: This or That? Pippa Goodheart (3 weeks)			Author Study: Nicola Davies (3 weeks)			Biography: Inventors: Incredible stories of the world’s most ingenious inventions –Robert Winston (2 weeks)	





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Poetry: (1 week)</p>	<p>In this unit, pupils will continue to develop their understanding of poetry, its conventions and purpose.</p> <p>They will explore a selection of different poems, experimenting with poetic devices, such as alliteration, word play and rhyme, examining how they contribute to meaning and purpose.</p> <p>Pupils will practise and develop their performance techniques, learning how to bring poetry to life, before drafting, composing and performing their own poem in a style and of a subject of their choice.</p>	<p>Core text: <i>Poems Aloud - Joseph Coelho</i></p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Make choices about vocabulary that shows an understanding of purpose and audience • Discuss language, extending their interest in the meaning and origin of words 	<ul style="list-style-type: none"> • Use capital letters for names and the personal pronoun 'I' (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Recognise and know the functions of nouns, verbs and adjectives in writing (Y2) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>
<p>Instructional Writing: Building With Lego (2 weeks)</p>	<p>Pupils will review the key features and purpose of instructional writing in this unit.</p> <p>They will learn to use fronted adverbials to guide their reader through the text and develop their understanding of the importance of using precise and specific detail when giving instructions.</p> <p>Pupils will apply their learning to writing a set of instructions based on their own Lego creations.</p>	<p>Core text: <i>Chop, Sizzle Wow - The Silver Spoon</i></p>	<ul style="list-style-type: none"> • Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences • Use commas after fronted adverbials • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3) • Use the present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something in progress (e.g. he is drumming; she is shouting) (Y2) • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Separate items in a list with commas (Y2) • Add detail by describing and specifying nouns using adjectives (e.g. the blue butterfly) (Y2) • Use simple organisational devices (Y3) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Developing Description: (3 weeks)</p>	<p>In this fiction unit, pupils will continue to develop their understanding of the use of description within narrative, learning how the careful selection of words and phrases can create vivid images and have specific effects on their reader.</p> <p>They will build on their prior learning of how to create expanded noun phrases, and how to express time and place, in order to give their reader precise detail and to make connections across their writing.</p> <p>Pupils will practise describing characters and settings from a shared text before applying their new learning to creating their own alternative ending for the story.</p>	<p>Core text: <i>The Building Boy – Ross Montgomery</i></p>	<ul style="list-style-type: none"> Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition Add specific detail to nouns using precise adjectives, nouns and prepositional phrases Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences Use commas after fronted adverbials Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech 	<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify (Y2) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) Use inverted commas around words being spoken to punctuate direct speech (Y3) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>
<p>Writing to Inform: (3 weeks)</p>	<p>Pupils will review their knowledge of the features and purpose of writing to inform, developing their understanding of how authors make choices about vocabulary and grammar according to purpose and audience.</p> <p>They will build on their existing understanding of how to group related material, by learning to organise their ideas into structured paragraphs around a theme.</p> <p>They will continue to develop their use of expanded noun phrases, learning to give precise detail to their reader through the use of modifying adjectives, nouns and prepositional phrases.</p> <p>Pupils will apply their learning to creating two fictional 'informative' texts – a report and a letter - about the discovery of a new species of dragon.</p>	<p>Core text: <i>Dragonology: The Complete Book of Dragons – Dugald Steer et al.</i></p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases Understand how authors make choices about vocabulary and grammar according to their purpose and audience 	<ul style="list-style-type: none"> Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use capital letters for names and the personal pronoun 'I' (Y1) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Use simple devices to organise material and aid presentation (Y3) Use apostrophes to mark missing letters and singular possession (Y2) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing Short Stories: Characters & Settings (2 weeks)</p>	<p>In this unit, pupils will continue to develop their understanding of purpose and audience by looking at how they can create different effects on their reader when writing to entertain.</p> <p>Building on their 'Developing Description' unit, pupils will further develop their understanding of how to paint vivid images for their reader through their vocabulary and grammar choices when describing characters and settings.</p> <p>Inspired by the short stories shared as a class, plus their own ideas, experiences, and wider reading, pupils will plan and write their own original short stories, creating and developing character, setting and plot.</p>	<p>Core text: <i>A varied collection of age-appropriate short stories with different themes/characters/settings</i></p> <p>(e.g. <i>The Story Shop: Stories for Literacy – Nikki Gamble; Puffin Book of Stories for 8 Year Olds – Wendy Cooling</i>)</p>	<ul style="list-style-type: none"> • Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) • Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) • Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech 	<ul style="list-style-type: none"> • Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Carefully choose appropriate nouns and pronouns to create cohesion (flow) and avoid repetition (Y4) • Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) • Use commas after fronted adverbials (Y4) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p style="text-align: center;">Creating Narrative: Traditional Tales (3 weeks)</p>	<p>Pupils will share a selection of traditional tales, exploring their shared conventions and themes and reviewing the key elements and structural features of narrative writing.</p> <p>Building on their learning from the Autumn Term, pupils will investigate techniques used by the authors of these traditional tales to develop characters, setting and plot, before creating their own to use when writing a new, original tale.</p>	<p>Core text: <i>Usborne's Illustrated Arabian Nights</i></p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech 	<ul style="list-style-type: none"> Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair') (Y4) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) (Y3) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use commas after fronted adverbials (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>
<p style="text-align: center;">Dual Purpose Writing: (3 weeks)</p>	<p>Using the 'Atlas of Animal Adventures' book, and clips and scripts from David Attenborough wildlife documentaries, pupils will examine how the dual purpose of writing to inform and to entertain affects the tone, structure, vocabulary and grammar of the text.</p> <p>Pupils will use this understanding to plan, write and record their own dual purpose wildlife voiceovers.</p>	<p>Core text: <i>Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins</i></p>	<ul style="list-style-type: none"> Make choices about their vocabulary, tone, structure and grammar that shows an understanding of their purpose and audience (e.g. clear differences in language to entertain and language to inform) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) in their writing (Y3) Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use a wide range of conjunctions to create multi-clause sentences (Y3) Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3) Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech Show an understanding of the differences between Standard English and non-standard language often used in speech (e.g. by using 'I aint' or 'we was' when writing dialogue) (Y4) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating Narrative: (2 weeks)</p>	<p>In this unit, pupils will use 'The Great Kapok Tree', to gain knowledge and vocabulary for writing, and to explore ways to create vivid images for the reader.</p> <p>They will learn about structuring a full narrative, using paragraphs to organise their ideas and fronted adverbials and prepositions to express time and place.</p> <p>Using a short animation to generate ideas for plot, character and setting, pupils will apply their learning to write their own substantial narrative with a rainforest setting.</p>	<p>Core text: <i>The Great Kapok Tree</i> –Lynn Cherry</p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech 	<ul style="list-style-type: none"> Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>
<p>Persuasion: Save the rainforest campaign (3 weeks)</p> <p>POETRY LINK</p>	<p>In this multi-text unit, pupils will develop their prior knowledge of the purpose and features of persuasion.</p> <p>They will explore the use of persuasive devices in a range of text types, including poetry, learning how material is adapted to suit different audiences and text types within a shared purpose.</p> <p>They will design and create several persuasive texts as part of a campaign to save the rainforest.</p> <p>Pupils will choose their own text types and audiences, and make decisions about their vocabulary, tone, structure and grammar accordingly.</p>	<p>POETRY TEXT: <i>There's a 'Rangtan in my Bedroom</i> - James Sellick <i>and Frann Preston-Gannon</i></p>	<ul style="list-style-type: none"> Make choices about vocabulary, tone, structure and grammar that show an understanding of purpose and audience Carefully choose appropriate nouns and pronouns to create cohesion (flow) and avoid repetition Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair') 	<ul style="list-style-type: none"> Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and singular and plural possession (Y2/4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing to Entertain: (3 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will develop their understanding of how to engage and entertain their audience.</p> <p>They will choose interesting moments from their own lives to recount, both verbally and in writing, learning how to embellish and exaggerate real events to maximize the impact on their audience, and continuing to develop their use of rich and varied language to create vivid descriptions.</p> <p>Pupils will apply their learning to creating and performing entertaining anecdotal recounts based on real moments from their lives.</p>	<p>Core text: <i>Quick! Let's Get Out of Here</i> - Michael Rosen</p>	<ul style="list-style-type: none"> • Show an understanding of the differences between Standard English and non-Standard English • Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech • Make choices about vocabulary, tone, structure and grammar that shows an understanding of purpose and audience 	<ul style="list-style-type: none"> • Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) • Write sentences with different forms (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>
<p>Discussion: (3 weeks)</p>	<p>Building on their Year 3 discussion unit, pupils will continue to develop their understanding of the purpose and features of discussion texts, learning to use a formal tone in writing.</p> <p>Using the book 'This or That?' to promote curiosity and discussion, pupils will learn to carefully consider opposing arguments before making a judgement, using supporting evidence to justify their opinions.</p> <p>They will learn how to structure simple discussion texts using paragraphs organised around a topic sentence, and review how to create cohesion through the use of conjunctions, adverbials and appropriate noun and pronoun references.</p>	<p>Core text: <i>This or That?</i> Pippa Goodheart</p>	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) • Show an understanding of the differences between Standard English and non-Standard English • Make choices about vocabulary and grammar that shows an understanding of purpose and audience 	<ul style="list-style-type: none"> • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Use apostrophes to mark missing letters and for singular and plural possession (Y2/4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Author Study: (3 weeks)</p>	<p>In this unit, pupils will consolidate all of their Year 3 and 4 learning about narrative writing.</p> <p>They will share several stories by the same author, looking at their shared features and themes and exploring how punctuation, vocabulary, grammar and structure are used to create specific effects on the reader.</p> <p>Pupils will create their own original story written in the style of the chosen author.</p>	<p>Core texts: <i>Ride The Wind; My Butterfly Bouquet; Hummingbird</i> - <i>Nicola Davies</i></p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) Make choices about punctuation, vocabulary, tone, and grammar that show an understanding of purpose and audience (e.g. by choosing words that make the reader laugh or feel scared) 	<ul style="list-style-type: none"> Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) Show an understanding of the differences between Standard English and non-standard language often used in spoken language (e.g. by using 'I aint' or 'we was' when writing dialogue) (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>
<p>Biography: (2 weeks)</p>	<p>This unit introduces pupils to biographies.</p> <p>They will share several examples, identifying their key features and content and examining how their dual purpose (to inform and to entertain) affects grammatical and vocabulary choices.</p> <p>Pupils will plan, research and write the biography of their favourite author, making their own decisions about the content and structure of their writing.</p>	<p>Core text: <i>Inventors: Incredible stories of the world's most ingenious inventions</i> – <i>Robert Winston</i></p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) 	<ul style="list-style-type: none"> Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Use apostrophes to mark missing letters and singular and plural possession (Y2/4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>



Writing Overview: Year 5



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Rhythm and Poetry - Karl Nova (1 week)	Character & Setting: Painting A Picture with Words (3 weeks)			Writing to Inform & Discuss: Comparative writing What's The Difference – Emma Strack (2 weeks)		Creating a New Chapter: The Invention of Hugo Cabret – Brian Selznick (3 weeks)			Explanations: The Way Things Work – David Macaulay (2 weeks)	
Spring	Creating Recounts: Shackleton's Journey – William Grill (3 weeks)			Creating Pace and Tension in Narrative: Varjak Paw – S F Said (3 weeks)			Writing to Entertain: Cloud Busting – Malorie Blackman Poetry Link (3 weeks)			Writing Biographies: Survivors – David Long (2 weeks)	
Summer	Writing Narrative: The Water Tower – Gary Crew (2 weeks)		Writing to Inform: Real-Life Mysteries – Susan Martineau (2 weeks)		Discussion: Real-Life Mysteries – Susan Martineau (2 weeks)		Narrative & Poetry: Playing With Words Varmints – Helen Ward; The Rabbits – John Marsden Poetry Link The Lost Words - Robert Macfarlane (3 weeks)			Persuasion: Global Warming (2 weeks)	





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Poetry: (1 week)</p>	<p>In this unit, pupils will continue to develop their understanding and enjoyment of poetry, its conventions and purpose.</p> <p>They will share and respond to a wide range of poems from a single poet, exploring musicality, rhythm and rhyme and developing their understanding of how poetry can be used to express thoughts, feelings and opinions.</p> <p>Pupils will examine and experiment with a variety of poetic devices and performance techniques, learning how these can be used to gain and maintain the interest of the audience.</p> <p>They will apply their learning to drafting, composing and performing their own poem in a style and of a subject of their choice, choosing their audience and the desired effect they wish to have on them.</p>	<p>Core text: <i>Rhythm and Poetry - Karl Nova</i></p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader 	<ul style="list-style-type: none"> • Use capital letters for names and the personal pronoun 'I' (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>
<p>Character & Setting: Painting A Picture with Words (3 weeks)</p>	<p>In this fiction unit, pupils will learn how to create vivid images for their reader using 'show, don't tell' techniques.</p> <p>They will learn about the ways in which they can maximise the desired effect on their reader through their vocabulary and grammar choices.</p> <p>Pupils will revisit and build upon their prior learning on ways in which to build atmosphere and add precise detail to their writing.</p> <p>They will create character and setting descriptions based on an animation before applying their learning to creating an original short character and setting-driven, short story with a simple plot.</p>	<p>Stimulus: <i>'Catch A Lot' animation</i></p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) • Use verb tenses consistently and correctly throughout a piece of writing • Use relevant strategies to build vocabulary, including using a thesaurus to find synonyms 	<ul style="list-style-type: none"> • Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use figurative language to maximize the effect on the reader (Y3) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing to Inform & Discuss: Comparative writing</p> <p>(2 weeks)</p>	<p>In this unit, pupils will examine the conventions and purposes of informative and discursive writing, building on their prior learning of these writing purposes from previous year groups.</p> <p>They will learn about the language, grammar and tone used to examine similarities and differences, building their repertoire of comparative and contrasting language to link ideas within writing.</p> <p>Pupils will learn how to use parenthesis to give additional information and detail to their reader.</p> <p>They will apply their learning to creating a comparative report on a subject of their choice (e.g. a comparison of two or more characters in a book they have read; a comparison between the film and book versions of the same story; a comparison between two similar products or animals, etc.)</p>	<p>Core text: <i>What's The Difference?</i> – Emma Strack</p>	<ul style="list-style-type: none"> Use adverbs (e.g. perhaps, surely) and modal verbs (e.g. should, might, will) to show how likely something is Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (e.g. 'Tom (my brother) lives in Edinburgh') Build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4) Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about (Y3) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>
<p>Creating a New Chapter:</p> <p>(3 weeks)</p>	<p>Building on their learning from their recent 'Characters and Settings' unit, pupils will continue to develop their understanding of ways to create character, setting and atmosphere in narrative writing.</p> <p>They will learn how to use dialogue to advance the narrative's plot and to show their reader more about a character's temperament, personality traits, mood or emotions, and will learn the importance of building pace and tension to maintain the reader's interest.</p> <p>Pupils will apply their learning to writing a new chapter of a story they have shared, creating a new character and plotline to include in the existing narrative.</p>	<p>Core text: <i>The Invention of Hugo Cabret</i> – Brian Selznick</p>	<ul style="list-style-type: none"> Use dialogue as a tool to convey character (e.g. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying) Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) 	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout a piece of writing (Y5) Build cohesion within and across paragraphs (e.g. make paragraphs flow and link sentences together using conjunctions; use adverbials to make links across paragraphs) (Y5) Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4) Uses of the comma to support the reading and understanding of a text (Y2/4/5) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Explanations: (2 weeks)</p>	<p>Pupils will revisit the key conventions of writing to inform and will learn about features unique to explanations as a specific type of informative text, exploring the use of causal language to link cause and effect.</p> <p>They will build on their previous non-fiction units, continuing to develop their understanding of how to structure material into paragraphs, creating cohesion across the text, and using layout devices to organise material and aid presentation.</p> <p>Pupils will apply their learning to planning and writing their own explanation texts on a topic of their choice, making careful decisions about their vocabulary, grammar and structure to enhance meaning and effect on the reader.</p>	<p>Core text: <i>The Way Things work</i> –David Macaulay</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary, grammar and structure to enhance meaning and effect on the reader • Build cohesion within and across paragraphs (e.g. make paragraphs flow and link sentences together using conjunctions; use adverbials to make links across paragraphs) 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Use simple devices to organise material and aid presentation (Y3) • Carefully choose appropriate nouns and pronouns to create cohesion (flow) and avoid repetition (Y4) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





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Creating Recounts: (3 weeks)	<p>In this unit, pupils will learn about the purposes and features of recounts, and the different forms they can take in writing.</p> <p>In line with their purpose, audience and text type, they will review and consolidate their prior learning of different past tense verb forms, including progressive and perfect forms, and continue to build their repertoire of devices to build cohesion within and across paragraphs.</p> <p>Pupils will recount events from 'Shackleton's Journey', writing a selection of personal recounts from the point of view of a crew member, and a news report, adapting their content, vocabulary, grammar and tone according to their different viewpoints, purposes, text types and audience.</p>	<p>Core text: <i>Shackleton's Journey – William Grill</i></p>	<ul style="list-style-type: none"> • Use verb tenses consistently and correctly throughout a piece of writing • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) • Build cohesion within and across paragraphs 	<ul style="list-style-type: none"> • Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) • Organise ideas into paragraphs around a theme (e.g. new paragraphs for a change in time or place) (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) • Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (e.g. 'Tom (my brother) lives in Edinburgh') (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating Pace and Tension in Narrative: (3 weeks)</p>	<p>In this fiction unit, pupils will examine how an author creates vivid and rounded characters and settings and an exciting and engaging plot for their reader.</p> <p>Pupils will learn how the reader's interest can be gained and maintained through the building of pace and tension, examining different techniques that can be used to create this.</p> <p>They will plan and write another adventure that the central character of a story they have shared could experience, focusing on the construction of pace and tension to grip their reader.</p>	<p>Core text: <i>Varjak Paw – S F Said</i></p>	<ul style="list-style-type: none"> Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader Use dialogue as a tool to convey character (e.g. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying) Make choices about vocabulary and grammar that shows an understanding of purpose and audience 	<ul style="list-style-type: none"> Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4) Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use figurative language to maximize the effect on the reader (Y3) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing to Entertain: (3 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, based around a narrative poetry text, pupils will explore different ways they can maximise the impact of their writing on their audience.</p> <p>They will explore a wide range of poetic forms and devices, examining how choices in vocabulary, grammar, punctuation and structure contribute to meaning and effect on the reader.</p> <p>Pupils will write their own poems, on topics of their choice, practising and experimenting with different poetic forms and devices, before applying their learning to writing a new section of the story in narrative or poetic form.</p>	<p>Core text: <i>Cloud Busting – Malorie Blackman</i></p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) • Use expanded noun phrases to convey complicated information concisely • Use commas to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma') 	<ul style="list-style-type: none"> • Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) • Use dialogue as a tool to convey character (Y5) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use figurative language to maximize the effect on the reader (Y3) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>
<p>Writing Biographies (2 weeks)</p>	<p>In this unit, pupils will share a selection of short biographical stories, identifying their purposes, content and key features.</p> <p>They will learn how to structure a biographical story, using cohesive devices to make their writing flow, revisiting the use of relative clauses and parenthesis to give their reader additional information and detail, in line with their dual purpose.</p> <p>Pupils will write the brief biographic recount of a 'survivor' of their choice, learning how to select relevant and interesting facts with their reader in mind and making decisions about how to present and organise their writing.</p>	<p>Core text: <i>Survivors – David Long</i></p>	<ul style="list-style-type: none"> • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (e.g. 'Tom (my brother) lives in Edinburgh') • Make links within and across paragraphs • Use verb tenses consistently and correctly throughout a piece of writing 	<ul style="list-style-type: none"> • Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) • Use modal verbs e.g. should, might, will) to show how likely something is (Y5) • Organise ideas into paragraphs around a theme (e.g. new paragraphs for a change in time or place) (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Add detail by expressing time (yesterday, soon, afterwards), place (in, under) and cause (because, so) (Y3) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Writing Narrative: (2 weeks)	<p>In this fiction unit, pupils will apply their Year 5 learning about narrative writing to creating their own short mystery stories.</p> <p>Using a shared picture book, pupils will review their prior learning about ways in which to describe settings and create atmosphere to provoke specific effects and paint vivid images for the reader. They will review techniques that can be used to create and convey character, including through the use of dialogue.</p> <p>Pupils will plan and write their own mystery narrative based on the shared text.</p>	<p>Core text: <i>The Water Tower</i> – Gary Crew</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis) • Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) • Use dialogue as a tool to convey character (e.g. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying) 	<ul style="list-style-type: none"> • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) • Show an understanding of the differences between Standard English and non-standard language often used in spoken language (e.g. by using 'I aint' or 'we was' when writing dialogue) (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Writing to inform: (2 weeks)</p>	<p>Pupils will review and build on their prior understanding of the purpose and features of writing to inform, focussing on developing their understanding of how facts can be presented in interesting and engaging ways to gain and maintain the reader's interest.</p> <p>They will apply their learning to creating their own informative texts on a topic of their choice, making decisions about how to present and organise their writing to enhance meaning and maximise the effect on their reader.</p>	<p>Core text: <i>Real-Life Mysteries – Susan Martineau</i></p>	<ul style="list-style-type: none"> • Understand how authors select appropriate grammar and vocabulary in line with their purpose and audience • Use a range of organisational and presentational devices can structure a text and guide the reader • Make links within and across paragraphs 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) • Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (e.g. 'Tom (my brother) lives in Edinburgh') (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>
<p>Discussion: (2 weeks)</p>	<p>In this unit, pupils will learn the importance of looking at facts objectively, using evidence to explore and discuss both sides of an argument, building on their prior knowledge of the purpose and features of discussion texts.</p> <p>They will learn how to structure a discussion in the form of a written balanced argument, revisiting their prior learning on how to organise their ideas into well-formed paragraphs, and continuing to develop their understanding of how to build cohesion within and across them.</p> <p>They will apply their learning to researching and writing a discussion text about the authenticity of one of the world's 'real-life mysteries'.</p>	<p>Core text: <i>Real-Life Mysteries – Susan Martineau</i></p>	<ul style="list-style-type: none"> • Make links within and across paragraphs • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning • Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Narrative & Poetry: Playing With Words (3 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will explore stories and poems with a shared theme, examining how language and layout can be used to evoke an emotional response from the reader.</p> <p>They will learn how complicated information can be communicated concisely through the careful selection of vocabulary, and how figurative language can be used to enhance meaning and effect on the reader.</p> <p>They will apply their learning to creating poems and short narratives, focused on using the fewest words possible to convey their ideas clearly and to provoke emotional responses from their audience.</p>	<p>Core text: <i>Varmints –Helen Ward & Marc Craste; The Rabbits – John Marsden & Shaun Tan</i></p> <p>POETRY TEXT: <i>The Lost Words - Robert Macfarlane & Jackie Morris</i></p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary, grammar and punctuation to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • To convey complicated information concisely 	<ul style="list-style-type: none"> • Use figurative language to maximize the effect on the reader (Y3) • Use relevant strategies to build vocabulary, including a thesaurus to find synonyms (Y5) • Use organizational and presentational devices to enhance meaning and effect on the reader (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>
<p>Persuasion: Global Warming (2 weeks)</p>	<p>In this pupil-driven, multi-text unit, pupils will review the key features of persuasion and develop their existing repertoire of rhetorical devices.</p> <p>They will design and create several persuasive texts as part of a class campaign on global warming and/ or climate change.</p> <p>Pupils will choose their own text types and audiences making decisions about their vocabulary, tone, structure and grammar accordingly.</p>	<p>Core text: N/A</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. repeating particular words for emphasis; using emotive language to persuade) 	<p>During this final Year 5 writing unit, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</p> <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>



Writing Overview: Year 6



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry: Poetry Please :The Seasons – Various; If All The World Were - Joe Coelho (1 week)	Creating Narrative: Quest How To Train Your Dragon – Cressida Cowell (2 weeks)		Informative Writing: Experimenting with Formality & Voice Fantastic Beasts and Where to Find Them – JK Rowling (3 weeks)			Creating a New Chapter: SeaBEAN – Sarah Holding (3 weeks)			Persuasion: Reducing Waste Campaign (2 weeks)	
Spring	Multi-Text Storytelling: The Arrival – Shaun Tan Poetry Link On The Move - Michael Rosen (4 weeks)				Biographies: Little Leaders - Vashti Harrison (2 weeks)		Discussion: What Is Right & Wrong?... - Michael Rosen & Annemarie Young (3 weeks)			Narrative Non-fiction: Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas (2 weeks)	
Summer	Modern Retellings: Shakespeare Mr. William Shakespeare’s Plays - Marcia Williams (3 weeks)			Journalism: Critical Literacy & Bias (3 weeks)			Class Anthology: Book of Hopes – Katherine Rundell Poetry Link (3 weeks)			Fact or Fiction: History’s Mysteries - National Geographic Kids (2 weeks)	





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Poetry: (1 week)	<p>In this unit, pupils will explore a selection of classical and contemporary poems by different poets with the shared theme of 'seasons'.</p> <p>They will share and respond to a wide range of poems, exploring different purposes, forms and poetic devices. Pupils will learn about the use of formal and informal language and structures in poetry, including the use of spoken dialects and the subjunctive form.</p> <p>They will create their own class anthology of seasons poetry.</p>	<p>Core text: <i>Poetry Please: The Seasons – Various</i></p> <p>Linked Texts: <i>If All The World Were – Joseph Coelho</i></p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Use subjunctive forms to demonstrate very formal writing structures • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader 	<ul style="list-style-type: none"> • Discuss language, extending their interest in the meaning and origin of words (Y3) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Recognise and know the functions of nouns, verbs, adjectives and adverbs in writing (Y2) • Show an understanding of the differences between Standard English and non-standard language often used in spoken language (e.g. by using 'I aint' or 'we was' when writing dialogue) (Y4) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>
Creating Narrative: Quest (2 weeks)	<p>In this unit, pupils will build on their prior learning of narrative to plan and write their own fantasy quest stories.</p> <p>They will review different ways in which to create vivid characters and settings, focussing on how their choices in vocabulary, grammar and punctuation can develop atmosphere and have the desired effect on their reader.</p> <p>They will continue to develop their understanding of the ways in which dialogue can be used in narrative to move the story forwards and to tell the reader more about the characters.</p>	<p>Core text: <i>How To Train Your Dragon – Cressida Cowell</i></p>	<ul style="list-style-type: none"> • Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) • Use dialogue as a tool to convey character and advance the action • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader 	<ul style="list-style-type: none"> • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) • Show an understanding of the differences between Standard English and non-standard language often used in spoken language (e.g. by using 'I aint' or 'we was' when writing dialogue) (Y4) • Use relevant strategies to build vocabulary, including a thesaurus to find synonyms (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4) • Make connections within and across paragraphs using a wide range of cohesive devices (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Informative Writing: Experimenting with Formality & Voice (3 weeks)</p>	<p>In this unit, pupils will explore the use of the writing 'voice', learning how to change and control levels of formality, and different writing styles and purposes within a single text.</p> <p>They will learn about very formal vocabulary and writing structures and will continue to develop their understanding of text structure and cohesion.</p> <p>Pupils will be taught how to use new punctuation marks, learning how to mark the boundary between independent clauses to make connections between related ideas using the semi-colon, and learning about the use of hyphens to give their reader clarity and to avoid confusion.</p> <p>Pupils will apply their learning from the unit to creating their own 'textbooks' in the style of the core text, carefully adapting their vocabulary and grammar choices to match the different purposes of different sections of the text.</p>	<p>Core text: <i>Fantastic Beasts and Where to Find Them</i> – JK Rowling</p>	<ul style="list-style-type: none"> • Use hyphens and commas to clarify meaning and avoid ambiguity (e.g. man-eating shark vs man eating shark) • Use semi-colons to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up') • Understand the differences between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Show a good understanding of very informal and very formal speech and writing structures (e.g. through the use of subjunctive forms such as 'if I were'; 'were they to' to demonstrate very formal forms) 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4) • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (Y5) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use modal verbs (e.g. should, might, will) to show how likely something is (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Build cohesion within and across paragraphs (Y5) • Use relevant strategies to build vocabulary, including a thesaurus to find synonyms (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Creating a New Chapter: (3 weeks)</p>	<p>In this unit, pupils will write a new chapter for a story they have shared, examining and replicating the author's style.</p> <p>They will build on their existing knowledge of cohesion, developing the use of further devices to link their ideas and make their writing flow.</p> <p>They will revisit their Year 5 learning on how to maximise the desired effect on their reader through their careful vocabulary and grammar choices.</p> <p>Pupils will create a new storyline for the narrative that fits cohesively within the main plot. In line with the existing chapters of the narrative, they will adapt their writing voice to tell the story both from the point of view of the main narrator, and from the viewpoint of the central character, through her blog entries.</p>	<p>Core text: <i>SeaBEAN – Sarah Holding</i></p>	<ul style="list-style-type: none"> • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis) 	<ul style="list-style-type: none"> • Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) (Y5) • Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4) • Use dialogue as a tool to convey character and advance the action (Y5) • Show an understanding of the differences between Standard English and non-standard language often used in spoken language (e.g. by using 'I aint' or 'we was' when writing dialogue) (Y4) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>
<p>Persuasion: Reducing waste campaign (2 weeks)</p>	<p>In this multi-text unit, pupils will review the key features of persuasion and develop their use of grammatical and layout devices used to persuade.</p> <p>They will learn how the use of the active or passive voice can present the same information in different ways, considering how this contributes to meaning and effect on the reader in persuasive writing.</p> <p>They will design and create several persuasive texts as part of a campaign to reduce waste, choosing their own text types and audiences, and making decisions about their vocabulary, tone, structure and grammar accordingly.</p>		<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader • Identify the subject, verb and object of a sentence • Understand how the use of the active or passive voice can present information to the reader in a different way • Recognise shades of meaning between synonyms 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (Y4) • Use simple devices to organise material and aid presentation (Y3) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Use relevant strategies to build vocabulary, including a thesaurus to find synonyms (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Multi-text Storytelling: (4 weeks)</p> <p>POETRY LINK</p>	<p>In this unit, pupils will learn how stories can be told using multiple text types and genres, including poetry, as an alternative to using a classic narrative structure.</p> <p>Using a shared wordless graphic novel as their stimulus, pupils will make decisions about how to tell the story of a new character, based on their prior knowledge of the key conventions of different text types and the effect they wish to have on their reader.</p> <p>They will review ways in which to create and develop character, setting and atmosphere, including through the use of figurative language and 'show, don't tell' techniques.</p> <p>They will demonstrate their understanding of how to adapt the vocabulary, grammar, tone and content of different sections of their narrative according to their chosen text types, viewpoints and audiences.</p>	<p>Core text: <i>The Arrival – Shaun Tan</i></p> <p>POETRY TEXT: <i>On The Move – Michael Rosen</i></p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (Y5) • Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) (Y5) • Use language that reflects a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose 	<ul style="list-style-type: none"> • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use figurative language to maximize the effect on the reader (Y3) • Use relevant strategies to build vocabulary, including a thesaurus to find synonyms (Y5) • Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) (Y6) • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y6) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Biographies: (2 weeks)	<p>In this unit, pupils will explore biography, identifying the purposes and key features, building on their prior learning of biography writing from Year 5.</p> <p>They will learn about the organisation of biographical material, reviewing the range of cohesive devices they can use to connect ideas and make their writing flow.</p> <p>Pupils will revisit ways in which they can give their reader precise detail, including through the use of relative clauses and parenthesis.</p> <p>They will review the use of passive and active verb forms, considering how they contribute to meaning in biographical writing.</p> <p>Pupils will apply their learning to planning and writing a biography on their chosen 'visionary', 'bold' or 'exceptional' person.</p>	<p>Core text: <i>Little Leaders - Vashti Harrison</i></p>	<ul style="list-style-type: none"> • Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up') • Sometimes use the passive voice to present information to their reader in a different way (e.g. 'the window was broken' rather than 'I broke the window') • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (e.g. 'Tom (my brother) lives in Edinburgh') (Y5) 	<ul style="list-style-type: none"> • Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) • Organise ideas into paragraphs around a theme (e.g. new paragraphs for a change in time or place) (Y4) • Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) • Use expanded noun phrases to convey complicated information concisely (Y5) • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y5) • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
Discussion (3 weeks)	<p>In this unit, pupils will learn about formal discussions, broadening their knowledge of very formal language and structures.</p> <p>They will develop their existing knowledge of debate and argument, learning the structure, roles and rules of official formal discussions.</p> <p>They will develop their knowledge of rhetorical devices in line with their purpose and audience, learning to apply these to both verbal debate and written balanced argument.</p>	<p>Core text: <i>What is Right and Wrong?</i> <i>Who Decides?</i> <i>Where Do Values Come From?</i> <i>And Other Big Questions - Michael Rosen & Annemarie Young</i></p>	<ul style="list-style-type: none"> Use language that reflects a good understanding of the difference between informal and formal speech and writing, in line with their audience and purpose (e.g. ask vs request; go in vs enter) Show a good understanding of very formal speech and writing structures (e.g. through the use of subjunctive forms such as 'if I were'; 'were they to') Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. repeating particular words for emphasis; using emotive language to persuade) Make connections within and across paragraphs using a wide range of cohesive devices 	<ul style="list-style-type: none"> Write sentences with different forms (i.e. statement, question, exclamation, command), using capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Organise ideas into paragraphs around a theme (Y4) Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>
Narrative Non-fiction: (2 weeks)	<p>In this unit, pupils will explore narrative non-fiction as a dual-purpose writing genre, examining how factual information can be conveyed through story writing.</p> <p>Pupils will learn how to maintain the balance between using imagination to write entertaining narrative, and the ethical responsibility of staying true to the facts.</p> <p>They will create their own narrative non-fiction texts, choosing and researching their own subject matter and audience, telling a true story that entertains their reader.</p>	<p>Core text: <i>Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas</i></p>	<ul style="list-style-type: none"> Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) Use hyphens to avoid ambiguity (e.g. man-eating shark vs man eating shark) 	<ul style="list-style-type: none"> Write sentences with different forms (i.e. statement, question, exclamation, command), using capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use expanded noun phrases to convey complicated information concisely (Y5) Make connections within and across paragraphs using a wide range of cohesive devices (Y6) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Modern Retellings: Shakespeare (3 weeks)</p>	<p>In this unit, pupils will become familiar with the works of William Shakespeare. They will explore re-tellings of some of his most famous comedy and tragedy plays, summarising their complex plots and examining recurring themes, settings and character attributes.</p> <p>Pupils will learn about, and experiment with, Shakespearean language, comparing extracts from his original works to modern re-tellings, examining the differing levels of formality in speech and writing. They will review the ways in which atmosphere can be built and how dialogue can be used to advance a plot and to convey character.</p> <p>Pupils will plan and write their own re-telling of a Shakespeare classic.</p>	<p>Core text: <i>Mr William Shakespeare's Plays - Marcia Williams'</i></p>	<ul style="list-style-type: none"> Describe settings, characters and atmosphere (in sufficient detail to create a vivid picture for the reader) Use dialogue as a tool to convey character (e.g. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying) To understand the differences between informal and formal speech and writing 	<ul style="list-style-type: none"> Write sentences with different forms (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4) Use verb tenses consistently and correctly throughout a piece of writing (Y5) Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Journalism: Critical literacy & bias (3 weeks)</p>	<p>In this journalism unit, pupils will explore bias within news and the mass media, learning the importance of looking through a critical lens to question perspective and motivation for writing.</p> <p>Using news stories and headlines from multiple sources, they will learn to distinguish between fact, opinion and speculation, and to analyse the trustworthiness of stories and sources. They will learn to question whether all viewpoints are fairly represented within news and whether stories are designed to influence, rather than inform the reader.</p> <p>Pupils will apply their learning to creating their own informative, unbiased news reports, selecting interesting and relevant details that represent all viewpoints and provide fair and balanced facts.</p>	<p><i>For this unit, teachers will need to gather a wide selection of age-appropriate current news articles from a variety of different sources.</i></p>	<ul style="list-style-type: none"> • Develop critical literacy skills • Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader • Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked). 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (Y4) • Use expanded noun phrases to convey complicated information concisely (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Make connections within and across paragraphs using a wide range of cohesive devices (Y6) • Use the relative pronouns who, which, where, when, whose, that to add an additional clause about a noun (person, place or thing) (Y5) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) • Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) Y6 <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p>Class Anthology: (3 weeks)</p> <p>POETRY LINK</p>	<p>In this child-led unit, pupils will share a variety of texts with the shared theme of 'hope', reviewing their learning from their previous KS2 writing units.</p> <p>Inspired by what they have read, and their own feelings and wider experiences, pupils will create a class anthology of short stories, poems, anecdotes and other texts, based on a shared theme of their choice.</p> <p>They will work both independently, and collaboratively with their peers, moved by their own thoughts and ideas as they reflect on their primary school journey, express who they are as individuals, and look ahead to their transition to Year 7.</p>	<p>Core text: <i>Book of Hopes – Katherine Rundell</i></p>	<ul style="list-style-type: none"> • Write a wide range of text types, identifying their own purpose and audience and making decisions about the content based on these • Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader 	<p>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</p> <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>
<p>Fact or Fiction: (2 weeks)</p>	<p>In this final Year 6 non-fiction writing unit, pupils will apply their learning to this independent research and presentation project.</p> <p>Sharing a selection of 'History's Mysteries', they will review how content, language, grammar and layout can all contribute to meaning and to the impact on the reader.</p> <p>They will choose their own subject matter to research, making decisions about their writing purposes and how they will present their findings.</p>	<p>Core text: <i>History's Mysteries - National Geographic Kids</i></p>	<ul style="list-style-type: none"> • Write a wide range of text types, identifying their own purpose and audience and making decisions about the content based on these • Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader • Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) 	<p>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</p> <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>

