

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Purpose	TO ENTERTAIN	TO INFORM	TO ENTERTAIN	TO ENTERTAIN	TO INFORM	TO ENTERTAIN	TO ENTERTAIN	TO INFORM	TO ENTERTAIN	TO ENTERTAIN	TO INFORM	TO INFORM
Text	The Red Prince	Until I Met Dudley	Winter's Child	Jabberwocky	One Plastic Bag	Leon and the Place Between	The Bike Boy	The Iron Man	The Egyptian Cinderella / Cinderella of the Nile	ManFish – a story of Jacques Cousteau	Holiday Brochures	Marcy and the Riddle of the Sphinx
Text type	Retelling from another perspective	Explanatory text one formal, one informal	Fantasy Sequel Story	Nonsense Poetry	Formal letter Persuasive Speech	Narrative	Poetry – Kennings Personal Recount of an experience	Newspaper Reports	Narrative and diary	Biography	Leaflet / holiday brochure to inform and persuade	Adventure Narrative
Short burst writing	Character and setting Descriptions, notes, letters, sentences, summaries, posters, labelled images											
Authorial Intent	To write a narrative from another character's point of view. Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions		To use features of a fantasy story to create a sequel to a text. Use write nonsense poetry that entertains.		To use formal language structures to set out a letter. To use persuasive grammatical devices to persuade a reader.		To write Kennings. To write a personal account of an experience. To retell events and to inform the reader using the style of a newspaper report.		To retell a story in diary form. To write narrative that grabs the reader. To recount someone's life story selecting relevant information and events.		To provide information that will persuade and use persuasive devices. To write our own time slip / adventure narrative story building excitement and suspense.	

	<p>To provide an explanation of how things work</p> <p>To use paragraphs and grammatical features to organise information</p> <p>To use informal and formal tones.</p>		<p>To write descriptively, creating an image in the reader's mind.</p>	<p>Select vocabulary to help paint a picture in the reader's mind, describing the characters and appearance and emotions.</p>		
Sentence level						
Punctuation and grammar						
Non-Negotiables	<ul style="list-style-type: none"> ▪ 					

use expanded noun phrases and adverbials to develop descriptions of settings and characters

use a range of co-ordinating and subordinating conjunctions

use a range of adverbs to add detail to writing

use preposition phrases to expand noun phrases

use fronted adverbials

use present, past, progressive and perfect tense verb forms accurately

use pronouns and nouns to aid cohesion and avoid repetition

use paragraphs or sections to organise and structure according to purpose and audience

use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)

use commas after fronted adverbials and with a reported clause

maintain Standard English forms correctly, e.g. I was (not I were), should have (not should of), ours (not ares),

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)

produce legible joined handwriting

make simple additions, revisions and proof-reading corrections to their own writing