

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Purpose	TO ENTERTAIN	TO PERSUADE	TO ENTERTAIN	TO INFORM	TO INFORM	TO PERSUADE	TO ENTERTAIN	TO INFORM	TO DISCUSS	TO ENTERTAIN	TO DISCUSS	TO ENTERTAIN
Text	The Explorer	The Great Kapok Tree	The Firework makers Daughter	The Promise	Kids guide to Scandinavia Lonely Planet: Scandinavia	Plastic Sucks The Whale Watchers	Viking Boy	Viking Boy	Macbeth	Macbeth/ Viking Boy	The Highwayman	The Highwayman
Text type	Narrative: Write a chapter	Speech: Deforestation	Narrative: Change of viewpoint	Extract form an autobiography	Non-Chronological report: Scandinavian country	Persuasive Article: Plastic pollution	Narrative: setting and character description	Diary entry	Balanced argument	Poetry: Witches spell linked to the Norns	Newspaper article/eye witness account	Poetry
Short burst writing	Character descriptions, setting descriptions, notes, letter, instructions, predictions											
Authorial Intent	To write a chapter for the story continuing from a given point and using what we know so far about the characters.	To write a speech on behalf of the animals of the rainforest to persuade the men not to chop down the tree.	To continue the story and include a change of viewpoint (Meanwhile ...)	To retell part of the story from a first-person view. (Formal style as autobiography) following Y4 biography writing	To write a persuasive article to encourage people to use less plastic. Progression from speech as it needs to include more facts, evidence and expert opinion.	To write a magazine article about one of the Scandinavian countries	To write a story which includes effective character and setting description.	To retell an event from a first-person perspective in the style of a diary entry. (Less formality than autobiography)	To present the arguments as to who is responsible for the death of King Duncan. Look at the evidence and present to the reader.	Write a poem in the style of the witches' spell from Macbeth. Link to the poem at the beginning of Viking Boy	Retell specific events from the poem as a newspaper article. Understand different interpretations	Write a poem in the style of The Highwayman. Use figurative devices.

Sentence level	Punctuation for parenthesis (brackets, commas and dashes) Revise speech punctuation Appropriate use of modal verbs	Punctuated dialogue to move narrative forward. Colon to introduce a list. Relative clause Commas for clarity Change of perspective	Devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) Accurate comma use Semi colon to separate longer items in a list	Subordinate clause with comma/ conjunction Relative clause (omitted)(parenthesis using brackets or commas)	Past tense Third person (Verb tense agreement) Paragraphing subordinate clause with comma/ conjunction	Past perfect tense Reported and direct speech Informal/formal tone Relative clause Passive voice
Punctuation and grammar	Past tense narrative Dialogue Complex sentence including an adverbial opener Simile/ personification Modal verbs Emotive language to engage the reader. Parenthesis to add additional details for emphasis. Effective vocabulary choices	Short sentences for effect Repetition and the power of three Similes Alliteration Powerful verbs Expanded noun phrases	Range of clause structures Modal verbs Rhetorical questions Differences between fact and opinion	Past tense Third person Range of clause structures Simile Correctly punctuated dialogue. First person narrative Past tense (Mainly) Informal language Rhetorical question Parenthesis using ()	subordinate clause with comma/ conjunction Range of clause structures Modal verbs Cohesive devices to link ideas within a paragraph and between paragraphs.	Range of clause structures Simile Metaphor Alliteration Repetition Rhyme Set structure within the stanzas
In each unit	Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Use verb tenses mostly consistently and correctly throughout their writing 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, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation) Evidence of editing and improving					
Non-Negotiables	Full stops, capital letters (sentence demarcation and proper nouns) Use of phonic knowledge to spell words with accuracy (Y3/4 list and below) Joined handwriting, on the line, correct word spacing					

write effectively for a range of purposes and audiences

in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)

begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs

use adverbs to add detail, qualification and precision

use preposition phrases to add detail, qualification and precision

use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase

use relative clauses, sometimes omitting the relative pronoun

use a wide range of clause structures, sometimes varying their position within the sentence

use verb tenses mostly consistently and correctly throughout their writing

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, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)

use commas for clarity mostly correctly

begin to create atmosphere, and integrate dialogue to convey character and advance the action

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)

Consistently produce legible joined handwriting

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning