

TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPIRIT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN and EXCITEMENT
YEAR 3	LOCATION, LOCATION, LOCATION	STONES AND BONES	AWESOME ANCIENT EGYPTIANS	AVENGERS ASSEMBLE!	PLANT POWER	ALL THE WORLD'S A STAGE
	KATIE IN LONDON JAMES MAYHEW WRITING TO ENTERTAIN (DIARY ENTRY) <ul style="list-style-type: none"> To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the writing should take (such as narrative, explanation or description) To understand the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions) To discuss and record ideas To proofread for spelling and punctuation errors (of their own and others' writing) and suggest improvements). To begin to organise their writing into paragraphs around a theme. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far To recognise and use the terms preposition, 	STONE AGE BOY SATOSHI KITAMURA UG THE BOY GENIUS OF THE STONE AGE RAYMOND BRIGGS WRITING TO ENTERTAIN (NARRATIVE) <ul style="list-style-type: none"> To discuss and record ideas To proofread for spelling and punctuation errors (of their own and others' writing) and suggest improvements). To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To use simple organisational devices (in non-narrative material), for example headings and sub-headings. To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. To use the present perfect form of verbs in contrast to the past tense. To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs 	THERE IS A PHARAOH IN OUR BATH JEREMY STRONG WRITING TO ENTERTAIN (NEWSPAPER REPORT) <ul style="list-style-type: none"> To use the present perfect form of verbs in contrast to the past tense. To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of) To use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted He went out to play) To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter and inverted commas (or speech marks). To use and understand the grammatical terminology (in English Appendix 2) accurately and 	TRACTION MAN MINI GREY IRON MAN TED HUGHS WRITING TO ENTERTAIN (NARRATIVE) <ul style="list-style-type: none"> To discuss and record ideas To proofread for spelling and punctuation errors (of their own and others' writing) and suggest improvements). To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To use simple organisational devices (in non-narrative material), for example headings and sub-headings. To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to create settings, characters and plot in narratives. 	VOICES IN THE PARK ANTHONY BROWNE FANTASTIC MR FOX ROALD DAHL WRITING TO ENTERTAIN (NARRATIVE) <ul style="list-style-type: none"> To punctuate direct speech accurately, including the use of inverted commas. To use commas after fronted adverbials To begin to use inverted commas to punctuate direct speech. To discuss and record ideas To proofread for spelling and punctuation errors (of their own and others' writing) and suggest improvements). To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To use simple organisational devices (in non-narrative material), for example headings and sub-headings. To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. To demonstrate an increasing 	REVOLTING RHYMES ROALD DAHL WRITING TO ENTERTAIN (PLAYSCRIPT) <ul style="list-style-type: none"> To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the writing should take (such as narrative, explanation or description) To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure) WRITING TO ENTERTAIN (POETRY) <ul style="list-style-type: none"> To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the

	<p>conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter and inverted commas (or speech marks).</p> <ul style="list-style-type: none"> To use and understand the grammatical terminology (in English Appendix 2) accurately and appropriately when discussing their writing (and reading). To start to learn the differences between Standard English and non- Standard English and begin to apply what they have learnt. To spell words with the / ex/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. <p>WRITING TO INFORM (INFORMATION TEXT)</p> <ul style="list-style-type: none"> o use simple organisational devices (in non-narrative material), for example headings and sub-headings. To understand the skills and processes that are essential to writing; thinking aloud to explore and 	<p>(e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of)</p> <ul style="list-style-type: none"> To use the present perfect form of the simple past (e.g. He has gone out to play contrasted He went out to play) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. <p>WRITING TO INFORM (INSTRUCTIONS)</p> <ul style="list-style-type: none"> o use simple organisational devices (in non-narrative material), for 	<p>appropriately when discussing their writing (and reading).</p> <ul style="list-style-type: none"> To start to learn the differences between Standard English and non- Standard English and begin to apply what they have learnt. <p>WRITING TO INFORM (INFORMATION TEXT)</p> <ul style="list-style-type: none"> o use simple organisational devices (in non-narrative material), for example headings and sub-headings. To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last 	<ul style="list-style-type: none"> To use paragraphs as a way to group related material. To use headings and sub-headings to aid presentation. To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the writing should take (such as narrative, explanation or description) To understand the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions) To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. <p>WRITING TO INFORM (BIOGRAPHY)</p> <ul style="list-style-type: none"> To use further prefixes and suffixes and understand how to add them. To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). o discuss and record ideas 	<p>understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> To begin to create settings, characters and plot in narratives. To use paragraphs as a way to group related material. To use headings and sub-headings to aid presentation. To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the writing should take (such as narrative, explanation or description) To understand the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions) To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <p>WRITING TO PERSUADE (LETTER)</p> <ul style="list-style-type: none"> To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the 	<p>writing should take (such as narrative, explanation or description)</p> <ul style="list-style-type: none"> To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say.
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	<p>collect ideas, drafting and re-reading to check their meaning is clear</p> <ul style="list-style-type: none"> To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. 	<p>example headings and sub-headings.</p> <ul style="list-style-type: none"> To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear To use the present perfect form of verbs in contrast to the past tense. To express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of) To use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted He went out to play) 	<p>syllable, e.g. forgotten beginning)</p> <ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. 	<ul style="list-style-type: none"> To proofread for spelling and punctuation errors (of their own and others' writing) and suggest improvements). To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue). To use simple organisational devices (in non-narrative material), for example headings and sub-headings. To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. 	<p>decisions about the form the writing should take (such as narrative, explanation or description)</p> <ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. To use joined handwriting and be able to use it fast enough to keep pace with what they want to say. 	
YEAR 4	DESTINATION EUROPE	ROCK BAND	TIME COP	I'M A CHILD, GET ME OUT OF HERE!	WIZARDING WORLD	ALL THE WORLD'S A STAGE
	<p>GRK AND THE PHONEY MACARONI JOSH LACEY WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> To discuss and record ideas To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To create settings, characters and plot in narratives. To use noun phrases expanded by the 	<p>THE LION, THE WITCH AND THE WARDROBE C.S. LEWIS WRITING TO ENTERTAIN (NARRATIVE DIALOGUE)</p> <ul style="list-style-type: none"> To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures To consistently organise their writing into 	<p>PERCY JACKSON AND THE LIGHTNING THIEF RICK RIORDAN WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To understand the skills and processes that are essential to writing; thinking aloud to explore and 	<p>BEAR GRYLLS ADVENTURES - BLIZZARD CHALLENGE BEAR GRYLLS WRITING TO ENTERTAIN (NARRATIVE DESCRIPTION)</p> <ul style="list-style-type: none"> To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation 	<p>HARRY POTTER AND THE PHILOSOPHER'S STONE J.K. ROWLING WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<p>A MIDSUMMER NIGHT'S DREAM WILLIAM SHAKESPEARE WRITING TO ENTERTAIN (POETRY)</p> <ul style="list-style-type: none"> To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. To demonstrate an increasing understanding of purpose and audience by

	<p>addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>WRITING TO INFORM (INFORMATION TEXT/BROCHURE)</p> <ul style="list-style-type: none"> To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To use paragraphs to organise ideas around a theme. To use fronted adverbials (e.g. Later that day, I heard the bad news). To indicate possession by using the possessive apostrophe with singular and plural nouns. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. 	<p>paragraphs around a theme to add cohesion and to aid the reader.</p> <ul style="list-style-type: none"> To proofread for spelling and punctuation errors and assess the effectiveness (of their own and others' writing) and suggest improvements. To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") To create settings, characters and plot in narratives. <p>WRITING TO PERSUADE (LETTER)</p> <ul style="list-style-type: none"> To proofread for spelling and punctuation errors and assess the effectiveness (of their own and others' writing) and suggest improvements. To appropriately choose pronouns or nouns within and across sentences to 	<p>collect ideas, drafting and re-reading to check their meaning is clear.</p> <ul style="list-style-type: none"> To create settings, characters and plot in narratives. To use the present perfect form of verbs in contrast to the past tense. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To use commas after fronted adverbials Apostrophes to mark plural possession (e.g. the girl's name, the girls' names) <p>WRITING TO INFORM (NEWSPAPER REPORT)</p> <ul style="list-style-type: none"> To use paragraphs to organise ideas around a theme. To use fronted adverbials (e.g. Later that day, I heard the bad news). To use and understand the grammatical terminology (in English Appendix 2) accurately and appropriately when discussing their writing (and reading). To use commas after fronted adverbials To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 	<p>and to control the tone and volume so that the meaning is clear.</p> <ul style="list-style-type: none"> To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To use commas after fronted adverbials To use inverted commas and other punctuation to indicate direct speech (e.g. a comma after reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") To create settings, characters and plot in narratives. <p>WRITING TO INFORM (INFORMATION TEXT/SURVIVAL GUIDE)</p> <ul style="list-style-type: none"> It purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the writing should take (such as narrative, explanation or description) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To start to learn the differences between Standard English and non- Standard English and begin to apply what they have learnt. To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict 	<ul style="list-style-type: none"> To create settings, characters and plot in narratives. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use and understand the grammatical terminology (in English Appendix 2) accurately and appropriately when discussing their writing (and reading). <p>WRITING TO PERSUADE (ADVERT)</p> <ul style="list-style-type: none"> To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. To indicate possession by using the possessive apostrophe with singular and plural nouns. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. To start to learn the differences between Standard English and non- Standard English and begin to apply what they have learnt. To proofread for spelling and punctuation errors and assess the effectiveness (of their own and others' writing) and suggest improvements. 	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> To discuss and record ideas To proofread for spelling and punctuation errors and assess the effectiveness (of their own and others' writing) and suggest improvements. To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. <p>WRITING TO INFORM (BIOGRAPHY)</p> <ul style="list-style-type: none"> To write for a range of real purposes and audiences as part of their work across the curriculum; purposes and audiences underpin the decisions about the form the writing should take (such as narrative, explanation or description) To understand the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and
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		<p><i>aid cohesion and avoid repetition.</i></p> <ul style="list-style-type: none"> • To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • To understand the skills and processes that are essential to writing; thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear. 		<p><i>maths teacher with curly hair)</i></p>		<p>headings in instructions)</p> <ul style="list-style-type: none"> • To appropriately choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>)
YEAR 5	JOURNEY TO THE AMAZON	MISSION: SPACE	SAXON SETTLERS AND VIKING INVADERS	THE CIRCLE OF LIFE	THE GREAT OAK HILL SEWING BEE	ALL THE WORLD'S A STAGE

	<p>JOURNEY TO THE RIVER SEA EVA IBBOTSON WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> • To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). • To continue to distinguish between homophones and other words which are often confused. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To draft and edit by précising longer passages. • To use a wide range of devices to build cohesion within and across paragraphs. • To assess the effectiveness of their own and others' writing. • To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. 	<p>JOURNEY TO MARS COLIN STUART WRITING TO ENTERTAIN (DESCRIPTION)</p> <ul style="list-style-type: none"> • To continue to distinguish between homophones and other words which are often confused. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To draft and edit by précising longer passages. • To use a wide range of devices to build cohesion within and across paragraphs. • To assess the effectiveness of their own and others' writing. • To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. 	<p>VICIOUS VIKINGS TERRY DREARY WRITING TO ENTERTAIN (DESCRIPTION)</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To draft and edit by précising longer passages. • To use a wide range of devices to build cohesion within and across paragraphs. • To assess the effectiveness of their own and others' writing. • To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. • To use expanded noun phrases to convey complicated information concisely. • To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and 	<p>THERE'S A BOY IN THE GIRLS' BATHROOM LOUIS SACHAR WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To draft and edit by précising longer passages. • To use a wide range of devices to build cohesion within and across paragraphs. • To assess the effectiveness of their own and others' writing. • To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. <p>WRITING TO DISCUSS (ARGUMENT)</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have 	<p>THE LOST HAPPY ENDINGS CAROL ANN DUFFY WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To draft and edit by précising longer passages. • To use a wide range of devices to build cohesion within and across paragraphs. • To assess the effectiveness of their own and others' writing. • To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. <p>WRITING TO PERSUADE (ADVERT)</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other 	<p>ROMEO AND JULIET ANDREW MATTHEW WRITING TO ENTERTAIN (POETRY)</p> <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To draft and edit by précising longer passages. • To use a wide range of devices to build cohesion within and across paragraphs. • To assess the effectiveness of their own and others' writing. • To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. <p>WRITING TO DISCUSS (REVIEW)</p>
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	<p>for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</p> <ul style="list-style-type: none"> To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To use devices to build cohesion within a paragraph (e.g. then , after, this, firstly) To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen To describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action (in narratives)her before To use expanded noun phrases to convey complicated information concisely. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To use relative clauses beginning with who, which, where, when, whose, 	<p>that the meaning is clear.</p> <ul style="list-style-type: none"> To use a colon to introduce a list To punctuate bullet points consistently <p>WRITING TO PERSUADE (SPEECH)</p> <ul style="list-style-type: none"> To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To draft and edit by précising longer passages. To use a wide range of devices to build cohesion within and across paragraphs. To assess the effectiveness of their own and others' writing. To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. To perform their own compositions confidently using appropriate intonation, volume 	<p>omitted relative pronouns)</p> <ul style="list-style-type: none"> To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) <p>WRITING TO INFORM (NEWSPAPER)</p> <ul style="list-style-type: none"> To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To draft and edit by précising longer passages. To use a wide range of devices to build cohesion within and across paragraphs. To assess the effectiveness of their own and others' writing. To draft and edit by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 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	<p>that or an omitted relative pronoun</p> <ul style="list-style-type: none"> To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) <p>WRITING TO INFORM (INFORMATION TEXT/REPORT)</p> <ul style="list-style-type: none"> To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious) To continue to distinguish between homophones and other words which are often confused. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To draft and edit by précisising longer passages. To use a wide range of devices to build cohesion within and across paragraphs. To assess the effectiveness of their own and others' writing. To draft and edit by selecting appropriate grammar and 	<p>and movement so that meaning is clear.</p> <ul style="list-style-type: none"> To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To use devices to build cohesion within a paragraph (e.g. then , after, this, firstly) To link ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before 	<p>processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</p> <ul style="list-style-type: none"> To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To use devices to build cohesion within a paragraph (e.g. then , after, this, firstly) To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before To use expanded noun phrases to convey complicated information concisely. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) 		<ul style="list-style-type: none"> To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before To use expanded noun phrases to convey complicated information concisely. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun To link ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) 	<p>movement so that meaning is clear.</p> <ul style="list-style-type: none"> To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To use devices to build cohesion within a paragraph (e.g. then , after, this, firstly) To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before
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	<p>vocabulary, understanding how such choices can change and enhance meaning.</p> <ul style="list-style-type: none"> • To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. • To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To use devices to build cohesion within a paragraph (e.g. then , after, this, firstly) • To ink ideas across paragraphs using adverbials of time (e.g. later), place (e.e. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before 					
YEAR 6	RING OF FIRE	THE OLD TOY SHOP	BRITAIN AT WAR!	AT THE HEART OF IT ALL	MAKING MEMORIES	ALL THE WORLD'S A STAGE
	<p>BURNING SUNLIGHT ANTHEA SIMMONS WRITING TO ENTERTAIN (DESCRIPTION)</p> <ul style="list-style-type: none"> • To use a wide range of devices to build cohesion within and across paragraphs. • To note down and develop initial ideas, drawing on reading and research where necessary. 	<p>CLOCKWORK PHILIP PULLMAN WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> • To use a wide range of devices to build cohesion within and across paragraphs. • To note down and develop initial ideas, drawing on reading and research where necessary. 	<p>CARRIE'S WAR NINA BAWDEN WRITING TO PERSUADE (ADVERT)</p> <ul style="list-style-type: none"> • To use a wide range of devices to build cohesion within and across paragraphs. • To note down and develop initial ideas, drawing on reading and research where necessary. 	<p>THE JUNGLE BOOK RUDYARD KIPLING WRITING TO ENTERTAIN (SETTING DESCRIPTION)</p> <ul style="list-style-type: none"> • To use a wide range of devices to build cohesion within and across paragraphs. • To note down and develop initial ideas, drawing on reading and research where necessary. 	<p>GO BIG! MATTHEW BURTON WRITING TO ENTERTAIN (DIARY ENTRY)</p> <ul style="list-style-type: none"> • To use a wide range of devices to build cohesion within and across paragraphs. • To note down and develop initial ideas, drawing on reading and research where necessary. 	<p>MACBETH WILLIAM SHAKESPEARE WRITING TO ENTERTAIN (POETRY)</p> <ul style="list-style-type: none"> • To use a wide range of devices to build cohesion within and across paragraphs. • To note down and develop initial ideas, drawing on reading and

	<ul style="list-style-type: none"> • To habitually proofread for spelling and punctuation errors. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) • To assess the effectiveness of their own and others' writing. • <i>To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</i> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To use passive verbs to affect the presentation of information in a sentence. • To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. 	<ul style="list-style-type: none"> • To habitually proofread for spelling and punctuation errors. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) • To assess the effectiveness of their own and others' writing. • To integrate dialogue to convey character and advance the action (in narratives and describing settings characters and atmosphere) • <i>To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</i> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To use passive verbs to affect the presentation of 	<ul style="list-style-type: none"> • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • To habitually proofread for spelling and punctuation errors. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) • To assess the effectiveness of their own and others' writing. • <i>To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</i> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To distinguish between the language of speech and writing and to choose the appropriate level of formality. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> • To habitually proofread for spelling and punctuation errors. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) • To assess the effectiveness of their own and others' writing. • <i>To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</i> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To use passive verbs to affect the presentation of information in a sentence. • To ensure the consistent and correct use of tense throughout all pieces of writing. • <i>To use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me)</i> • To use the perfect form of verbs to mark relationships of time and cause. 	<ul style="list-style-type: none"> • To habitually proofread for spelling and punctuation errors. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) • To assess the effectiveness of their own and others' writing. • To integrate dialogue to convey character and advance the action (in narratives and describing settings characters and atmosphere) • <i>To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</i> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To use passive verbs to affect the presentation of information in a sentence. • <i>To link ideas across paragraphs using a wider range of</i> 	<p>research where necessary.</p> <ul style="list-style-type: none"> • To habitually proofread for spelling and punctuation errors. • To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) • To assess the effectiveness of their own and others' writing. • <i>To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</i> • To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • To ensure the consistent and correct use of tense throughout
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	<ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing. To use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me) To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. <p>WRITING TO PERSUADE (INFORMATION TEXT/SURVIVAL GUIDE)</p> <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. 	<p>information in a sentence.</p> <ul style="list-style-type: none"> To link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To ensure the consistent and correct use of tense throughout all pieces of writing. To use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me) To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> To use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text) To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To ensure the consistent and correct use of tense throughout all pieces of writing. To understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing (e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech) To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover, ask for - request, go in - entre) To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses 	<ul style="list-style-type: none"> To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. <p>WRITING TO PERSUADE (SPEECH)</p> <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. To note down and develop initial ideas, drawing on reading and research where necessary. To habitually proofread for spelling and punctuation errors. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To draft and edit by precisising longer passages (removing unnecessary repetition or irrelevant details) To assess the effectiveness of their own and others' writing. To understand (through being shown) the skills 	<p>cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis</p> <ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To ensure the consistent and correct use of tense throughout all pieces of writing. To use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me) To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, 	<p>all pieces of writing.</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. <p>WRITING TO DISCUSS (REVIEW)</p> <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To habitually proofread for spelling and punctuation errors. To evaluate and edit by proposing
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	<ul style="list-style-type: none"> To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To habitually proofread for spelling and punctuation errors. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) To assess the effectiveness of their own and others' writing. To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select appropriate grammar and 	<ul style="list-style-type: none"> To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. <p>WRITING TO INFORM (NEWSPAPER REPORT)</p> <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To habitually proofread for spelling and punctuation errors. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) To assess the effectiveness of their own and others' writing. 	<ul style="list-style-type: none"> To use a colon to introduce a list To punctuate bullet points to list information <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. <p>WRITING TO ENTERTAIN (NARRATIVE)</p> <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. To note down and develop initial ideas, drawing on reading and research where necessary. To habitually proofread for spelling and punctuation errors. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) To assess the effectiveness of their own and others' writing. To integrate dialogue to convey character and advance the action (in narratives and describing settings characters and atmosphere) To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to 	<p>and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear.</p> <ul style="list-style-type: none"> To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis To use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text) To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To ensure the consistent and correct use of tense throughout all pieces of writing. To understand the difference between structures typical of informal speech and structures appropriate for formal speech and 	<p>hyphen, colon, semi-colon and bullet points.</p> <ul style="list-style-type: none"> To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. <p>WRITING TO DISCUSS (ARGUMENT)</p> <ul style="list-style-type: none"> To use a wide range of devices to build cohesion within and across paragraphs. To note down and develop initial ideas, drawing on reading and research where necessary. To habitually proofread for spelling and punctuation errors. To evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) To assess the effectiveness of their own and others' writing. To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<p>changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> To draft and edit by précising longer passages (removing unnecessary repetition or irrelevant details) To assess the effectiveness of their own and others' writing. To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To use passive verbs to affect the presentation of information in a sentence.
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	<p>vocabulary, understanding how such choices can change and enhance meaning.</p> <ul style="list-style-type: none"> To link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis To use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text) To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To ensure the consistent and correct use of tense throughout all pieces of writing. To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses To use a colon to introduce a list To punctuate bullet points to list information 	<ul style="list-style-type: none"> To understand (through being shown) the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting and re-reading to check that the meaning is clear. To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To use passive verbs to affect the presentation of information in a sentence. To link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis To use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text) To ensure the consistent and 	<p>generate ideas, drafting and re-reading to check that the meaning is clear.</p> <ul style="list-style-type: none"> To identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To use passive verbs to affect the presentation of information in a sentence. 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To use the passive to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me) 	<p>writing (e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)</p> <ul style="list-style-type: none"> To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out - discover, ask for - request, go in - entre) To use the perfect form of verbs to mark relationships of time and cause. To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. 	<ul style="list-style-type: none"> To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. To link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast or as a consequence), and ellipsis To use layout devices (e.g. headings, sub-headings, columns, bullets or tables, to structure text) To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To ensure the consistent and correct use of tense throughout all pieces of writing. 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	<ul style="list-style-type: none"> To recognise and use the terms <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</i> To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. 	<p>correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <ul style="list-style-type: none"> To use the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken by me</i>) To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely. To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</i> To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. 	<ul style="list-style-type: none"> To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely. <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</i> To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. 		<ul style="list-style-type: none"> To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover, ask for - request, go in - entre</i>) To use the perfect form of verbs to mark relationships of time and cause. To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms <i>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</i> To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading. 	<p>the use of question tags: <i>He's your friend, isn't he?, or the use of subjunctive forms such as <i>If I were or Were they to come in some very formal writing and speech</i>)</i></p> <ul style="list-style-type: none"> To understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out - discover, ask for - request, go in - entre</i>) To use the perfect form of verbs to mark relationships of time and cause. To use expanded noun phrases to convey complicated information concisely. To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms <p>To use the full range of punctuation taught at key stage 2 correctly, including:</p> <ul style="list-style-type: none"> To use commas to clarify meaning or to avoid ambiguity To use hyphens to avoid ambiguity To use brackets, dashes or commas to emphasise parenthesis To use semi-colons, colons or dashes to mark boundaries between independent clauses <ul style="list-style-type: none"> To recognise and use the terms
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		so that they can discuss their writing and reading.				<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p> <ul style="list-style-type: none"> • To continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.
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Statutory

Non-Statutory

English Appendix 2