

				Composition	on	
Year / Term	Range of Writing	Vocabulary, Grammar & Punctuation	Planning	Drafting & Writing	Evaluating & Editing	Performing
Year 3	Fiction e.g.	I will be able to spot clauses in	I will be able to	I will be able	I will be able to proofread to check for	I will be able to
Term 1	traditional	sentences.	identify the purpose	to create and	mistakes in spelling, grammar and	use appropriate
	tales, stories	I will be able to spot subordinate	and audience for my	develop the	punctuation in my own writing.	intonation, tone
	with familiar	clauses in complex sentences.	writing e.g. to retell	characters	I will be able to make some	and volume to
	settings,	I will be able to sport complex	events from Walt	for a	improvements to my own writing	present my
	animal	sentences and create my own,	Disney's life for our	narrative.	after discussion with the teacher.	writing to a group
	adventures,	using a range of conjunctions such	Year 2 audience. I will	I will be able		or class.
	stories based	as when, while, before, after.	also be able to discuss	to improve a		
	on models	I will be able to use commas to	the vocabulary,	passage		
	from reading	separate clauses in complex	grammar and	prepared by		
	Non-fiction	sentences where the subordinate	structure needed.	the teacher		
	e.g.	clause comes first, e.g. Before he		by using		
	instructions,	started making films, Walt Disney		different		
	recounts,	worked as an artist. After the bird		sentence		
	letters,	had sprinkled the crumbs, a		structures.		
	persuasive	magnificent forest sprang up.		I will be able		
	texts, non-	I will be able to choose the		to group		
	chronological	appropriate prepositions such as		related		
	reports,	above, below, beneath, outside,		information		
	explanations	beyond, within.		into		
	Poetry e.g.	I will be able to select adverbs		paragraphs		
	classic	such as suddenly, silently,		using facts		
	poems,	eventually, cautiously, timidly to		provided by		
	poems on a	complete sentences, showing		the teacher.		
	theme,	understanding in my choice.				
	poems with a	I will be able to identify speech in a				
	structure.	text, highlighting the words spoken				
		by a character together with the				
İ		inverted commas (speech marks)				



	1	will be able to spot, un and select the perfect for verbs to complete sented will be able to use the aror an according to wh mext word begins with a por vowel.	orm of ences. determiner ether the					
Texts	Minnow and the bear-Blathwayt MINNOW THE BEAR TO BEAR THE BEAR	Stone Age boy – Kitamura Jane Considine STONE AGE BOY The first drawing	Fire themed stories The Tiger Child THE TIGER CHILD	Picture a poem Picture Room	Mary Anning VIP MARY ANNING BIOGRAPHIES FLOOR FAMOUS The Fossil Girl (biographical story)	The Stone Age — DK Findout DK Findout What do you want to findout? Aud facts, August pictures, Quizzes	How to Wash a Woolly Mammoth Robinson WOOLLY MAMMOTE M	The Iron Age – Found IRON AGE
Writing Outcomes	Section of an adventure story Setting description and action writing	Speech bubbles/ Action writing and dialogue Kennings	Alternative tales	Calligrams and shape poems	Mary Anning's life (emotions) Time line journal and citation as why	Non-chronological reports	Instructions for washing a woolly mammoth	Annotated museum finds -Non- chronological report



	An advert for a		she should be		
	hunter		recognised.		
	Character				
	description				
	Diary entry				

			Composition			
Year /	Range of	Vocabulary, Grammar &	Planning	Drafting & Writing	Evaluating &	Performing
Term	Writing	Punctuation			Editing	
Year 3	Fiction e.g.	I will be able to identify clauses on	I will be able to identify	I will be able to	I will be able to	I will be able to use
Term 2	fables, folk	sentences.	the purpose and audience	improvise, create and	proofread to	appropriate
	tales, mystery,	I will be able to identify main and	for my writing e.g. to	write dialogue using	check for errors in	intonation, tone and
	adventure,	subordinate clauses in complex	entertain other Year 3	inverted commas	spelling, grammar	volume to present my
	fantasy, play	sentences.	children with poems for a	(speech marks),	and punctuation	writing to a group or
	scripts	I will be able to identify and create	class anthology. I will also	synonyms for 'said'	in my own and	class.
	Non-fiction e.g.	complex sentences using a range of	be able to discuss the	and, where	others' writing.	
	persuasive	conjunctions e.g. if, although, so.	vocabulary, grammar and	appropriate, adverbs	I will be able to	
	letters, diaries,	I will be able to use the comma to	structure needed.	e,g, 'Get out of her!'	discuss and	
	non-	separate clauses in complex	I will be able to discuss	shouted Bob angrily.	suggest changes	
	chronological	sentences where the subordinate	and record ideas for	I will be able to use	with partners and	
	reports,	clause appears first e.g. <u>If</u> people	planning e.g. for poetry,	different sentence	improve my	
	explanations,	live near volcanoes, they are in	generating and refining	structures when I am	writing following	
	recounts	danger of their homes being	vocabulary,	writing. I will be able	discussion.	
	(biographies),	destroyed. Although he Iron Man	experimenting with word	to orally compose		
	discussion.	fell off the cliff, he wasn't harmed.	combinations, rhyme,	alternatives and		
	Poertry e.g.	I will be able to think up and select	rhythm, alliteration,	choose the best ones		
	classic poems,	prepositions for where e.g. above,	syllable count etc.	for effect.		
	shape poems,	below, beneath, within, outside,		I will be able to group		
	calligrams,	beyond.		related material into		
	poems on a	I will be able to think up, select and		paragraphs.		
	theme.	extend my use of adverbs e.g. first,				



	ins I w inv to I w for inc Ba Sti	on, next, later, yesterday, nextantly, precisely, securely. will be able to identify and uswerted commas (speech mar punctuate direct speech. will be able to use the perfect of verbs using have and ledicate a completed action earney said, 'I don't know who ge has gone.' (present perfected of Barney said, 'I don't ow where Stig went.' (simp st)	t has to g. ere ct)				
Texts	Spider poetry The spider and the fl	The lumberjack's beard - Beedie LUMBERJACK'S BEARD BUNNEAN BEEDIE	The Great Kapok tree – Cherry THE GREAT KAPOK TREE	There's a Ran Tan in my bedroom - Selick There's a Ran Tan in my Bedroom - Selick There's a Ran Tan in my Bedroom - Selick Prant Permis Company	Great adventurers GREAT ADVENTURERS	THE MAYA The Maya	Flood - Villa
Writing Outcomes	Understanding narrative poem A spider poem - persuasive devices, a letter to warn the fly	Emotional letter of complaint from the bird -lumberjack's letter to a friend -writing rules for tenancy	Annotated picture about the layers of the rainforest -write a letter to the lumberjack to make him realise the damage he is doing	- characters feelings and contrasts - write a letter to the PM about saving the environment	-research and write about a rainforest adventurer	- short non- chronological report	Retelling from another perspective



	-non- chronological		
l l	reports about rainforests		

				Composition		
Year / Term	Range of Writing	Vocabulary, Grammar & Punctuation	Planning	Drafting & Writing	Evaluating & Editing	Performing
Year 3	Fiction e.g.	I will be able to identify main	I will be able	I will be able to	I will be able	I will be
Term 3	fables, folk	and subordinate clauses in	to identify	create and	to proofread	able to
	tales, mystery,	complex sentences.	purpose and	develop	my own and	present my
	adventure,	I will be able to identify and	audience for	settings for a	others'	writing to a
	fantasy, play	create complex sentences	writing e.g. to	narrative.	writing to	group to a
	scripts.	using a range of conjunctions	entertain	I will be able to	check for	class using
	Non-fiction e.g.	e.g. while, since.	children in	independently	errors in	appropriate
	persuasive	I will be able to use the	Year 1 with	edit and	spelling,	intonation,
	letters, diaries,	comma to separate clauses in	our fantast	improve my	grammar	tone and
	non-	complex sentences where the	stories.	own writing,	and	volume e.g.
	chronological	subordinate clause appears	I will be able	whilst I am	punctuation.	using
	reports,	first e.g. While you were	to discuss the	writing and	I will be able	adverbs to
	explanations,	sleeping, I visited the	vocabulary,	afterwards, by	to discuss	inform
	recounts	Enchanted Wood. Since they	grammar and	using different	and propose	how
	(biographies),	had invaded Britain, the	structure	sentence	changes to	something
	discussion.	Romans had built many	needed.	structures.	my writing	is said.
	Poetry e.g.	roads.	I will be able	I will be able to	with	
	classic poems,	I will be able to generate,	to discuss and	group related	partners and	
	shape poems,	select and effectively use	record ideas	material into	in small	
	calligrams,	prepositions in my own	for planning	paragraphs and	groups, with	
	poems on a	writing e.g. above, below,	e.g story	identify	a focus on	
	theme.	beneath, within, outside,	mountain,	suitable	audience	
		beyond.	chunking a	headings.	and	



			inde imp stre adve wea I wil com special inde I will to e writt form app writ and Solc Sire of R disa	If be able to ependently edit and rove my own writing by ngthening my use of erbs e.g. swiftly, rudely, arily, gingerly. If be able to use inverted amas to punctuate direct ech (speech marks) in ependent writing. If be able independently dit and improve my own ing by using the prefect of verbs where ropriate such as when ing dialogue in narrative play scripts e.g. Roman lier: He has disappeared, (present perfect) instead oman Soldier: He ppeared, Sire! (simple tense).	plot and innovating, flow charts, boxing up a non-fiction text and innovating, spider grams.		purpose. will be al to impro my writii in the lig of the shared evaluation	ole ve ng ht
Texts	A packet of poems Chocolate Cake/Hot Food - Rosen	The Egyptian Cinderella THE EGYPTIAN CINDERELLA by Shidey Citro - Busened by Puth Helite	Cinderella of the Nile	The Scarab's Secret — ballitt THE SCATAB'S SECRET	Tadeo Jones Literacy shed	Ancient Egypt - DK Find out	Diary of a killer cat – Fine ANNE FINE Killer Cat	George's marvellous medicine – Dahl



	It's the middle of the night TEN FAT SAUSAGES Ten fat sausages — Robinson				The story of Tutankhamen			
Writing Outcomes	Listen to poems about food Create an alphabet poem Write a list poem Descriptive poem about chocolate	- fantastic openings - present perfect tense as a text message from the pharaoh -effective opening/section of a story -alternative endings	News report – the finding of a bottle - perfect tense I haveconjunctions and inference - plan and write alternative story using paragraphs and direct speech	Description of the tomb including atmosphere – Alternative ending (if the scarab hadn't appeared) A thank you letter and reward from the pharaoh	- writing in first person as the door closes emotions, recounting the events in the video clip - instructions -Diary entry - Report	- the text to Lord Carnarvon - newspaper report of the finding - Carter's diary about finding the tomb - an interview with the water boy	-Retell events from one genre to another - extending sentences with conjunctions - instructions	-writing as a newspaper report - a recipe for a new medicine - letter of apology from George to his grandma
Transition	Where the wild th	ings are - wr	iting present perfect	l	1	,	l	
day	WHERE THE WILD TWINGS ARE BUT AND POLICES OF MAKES EMAIN.		er of apology to mun es if you were king ger McGough	n,				



			Con	nposition		
Year /	Range of	Vocabulary, Grammar &	Planning	Drafting & Writing	Evaluating & Editing	Performing
Term	Writing	Punctuation				
Year 4	Fiction e.g.	I will be able to create and use	I will be able to	I will be able to improvise and	I will be able to	I will be able to
Term 1	fairy tales, folk	sentences with an adverb starter. I	identify and talk	create a conversation	proofread my writing to	read my writing
	tales, fantasy,	will be able to use a	about why I am	between two characters.	check for mistakes in	aloud to a group
	myths, stories	comma after an adverb starter.	writing and who	I will be able to improve a	spelling, grammar and	or class with
	with issues and	I will be able to create sentences	I am writing for.	piece of text given me by the	punctuation.	meaning and
	dilemmas, play	with fronted adverbials for when. I	I will be able to	teacher, by using different	I will be able to talk	expression.
	scripts.	will be able to use a	discuss the	ways of building sentences.	about my writing with	
	Non-fiction e.g.	comma after the fronted adverbial.	structure, words	I will be able to use	my teacher or a partner	
	newspapers,	I will be able to use inverted	and grammar	paragraphs to organise my	and make some changes	
	information	commas (speech marks) to show	needed.	writing in non-fiction texts,	in response to some of	
	texts,	when someone is speaking.	I will be able to	linking my ideas from one	the points made.	
	explanations,	I will be able to spot, choose and use	talk about and	paragraph to another by		
	persuasion,	pronouns.	record my ideas	using fronted adverbials for		
	discussion.	I will be able to name nouns to	for planning.	when.		
	Poetry e.g.	make my writing more precise.		I will be able to link my ideas		
	classic poems,	I will be able to spot, explore and		from one paragraph to		
	kennings,	use the correct form of verbs in my		another by using fronted		
	haiku,	writing to make sure it		adverbials for when and		
	cinquain,	grammatically makes sense.		where.		
	poems on a					
	theme.					



| Texts | Greek Myths Greek Myths Williams GREEK MYTHS WILLIAM OF THE STATE | Falling out of the sky anthology The Minotaur – Rachel Nichols Falling Out of the Sky PANDORAS ROSE IMPEN PARTS Greek Gods and Heroes Greek Gods 8. Heroes Greek Gods 8. Heroes | A visitors guide to Ancient Greece - ANCIENT GREECE Spend the day in Ancient Greece - Projects and activities | Float – Miyares Float | Until I met Dudley – Mcgough & Riddell Until I Met Dudley How Santa really works – Snow How Santa Really Works | The Sprout's wish List – Smith Baffled Turkey – Bloom Talking Turkey – Zephania |
|-------|---|--|---|---|-----------------------|--|--|



Writing	Retelling of a	Figurative poem about a mythical	Persuasion -Who	Non-chronological	Adventure	Writing in role	Perform
Outcome	myth –	creature	is the mightiest	report about an aspect	narrative	as the girl &	Talking
s	5 paragraphed	Concrete poem based on	god?	of Greek Life	Incl. setting	Dudley	Turkeys
	story	Pandora			description, character	explaining how	Name
	Read story				development &	a piece of kitchen	New version of Talking
	– box it				dialogue to convey	equipment	Turkeys from
	up/story map				character	works	the point of
	Opening					Explanation	view of the
	paragraph –					text about how	turkey
	introduction of					Father	
	the story – to					Christmas' new state of the art	
	set the					sleigh works	
	atmosphere						
	Paragraph 2 -						
	Setting						
	description to						
	create						
	atmosphere						
	Paragraph 3 –						
	describing the						
	monster						
	Paragraph 4 –						
	The action &						
	dialogue						
	Character						
	description						
	Rejoice						
	paragraph						



			Con	nposition		
	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing	Range of Writing
Year 4	Fiction e.g.	I will be able to create sentences	I will be able to	I will be able to develop my	I will be able to	I will be able to
Term 2	fairy tales, folk	with a main and subordinate clause,	identify and talk	settings using words carefully	proofread my own and	read my writing
	tales, fantasy,	starting with an	about why I am	to create humour,	others' writing to check	aloud to different
	myths, stories	adverb.	writing and who	atmosphere or suspense for	for mistakes in spelling,	audiences with
	with issues and	I will be able to separate the clauses	I am writing for.	my reader.	grammar and	appropriate
	dilemmas, play	with a comma.	I will be able to	I will be able to improvise and	punctuation.	meaning,
	scripts.	I will be able to create sentences	discuss the	create a conversation, to	I will be able to talk	expression and
	Non-fiction e.g.	with fronted adverbials for where. I	structure, words	show or give clues about how	about and suggest	use of my voice.
	newspapers,	will be able to use a	and grammar	a character is feeling.	changes to improve my	
	information	comma after the fronted adverbial.	needed.	I will be able to create	own and others' writing.	
	texts,	I will be able to use commas after	I will be able to	sentences using different	I will be able to improve	
	explanations,	fronted adverbials.	talk about and	sentence structures. I will be	my writing in response	
	persuasion,	I will be able to use inverted	record my ideas	able to talk about different	to some of the points	
	discussion.	commas (speech marks) and other	for planning.	options and choose the most	made.	
	Poetry e.g.	punctuation to show when someone		appropriate, thinking		
	classic poems,	is speaking.		carefully about the effect I		
	kennings,	I will be able to spot, choose and use		want to have on my reader.		
	haiku,	pronouns.		I will be able to use		
	cinquain,	I will be able to spot, collect and use		paragraphs to organise my		
	poems on a	noun phrases.		writing in fiction, knowing		
	theme.	I will be able to use the correct form		that I start a new paragraph		
		of verbs in my writing to make sure		to show a change in speaker I		
		it is grammatically correct.		will be able to link my ideas		
				from one paragraph to		
				another by using fronted		
				adverbials for where, setting		
				or time.		



Texts	Greta and the Gian - Turner & Persico GRETA GRET	Changed the World: Incredible – Williams CHIPPEN CHANGED	Still I Rise - Angelou MAYA ANGELOU And Still T Serena Williams performing the poem Names - Moses		One little Bird — Webs Shoesmith Little Bird		per report – the creature	Tar Beach — Ringold TAR BEACH
Writing Outcome s	Thunberg about how different change children change A poe		Poetry – ada rise to childre changed the A poetic resp Names poem	en who world oonse to the	Narrative – a dilemma sto about standing up to the oppressors	-	tic writing based ont event that e world	Playscript write a script for the (hypothetical) upcoming movie version.
		•	l	(Composition	'		
	Range of F Writing	Range of Writing		Range of Writing	Range of Writing	Range of V	Writing	Range of Writing
Year 4		will be able to create a		I will be able to				I will be able to
Term 3	fairy tales, folk s	sentences with a main a	and	identify and ta	lk write an opening para	agraph proofread	l my own and	read my writing

Roman Soldiers HANDBOOK



tales, fantasy, subordinate clause in my own about the which includes details about others' writing to check aloud to a range of myths, stories writing, starting with an adverb. purpose and both the for mistakes in spelling, audiences with with issues and I will be able to separate the clauses audience for my setting and character/s. grammar and meaning and dilemmas, play with a comma. writing. I will be able to improvise and expression. I will punctuation. scripts. I will be able to create sentences I will be able to create a conversation I will be able to talk with be able to use my Non-fiction e.g. with fronted adverbials for when think carefully between two characters, a partner and in a small voice to show the and where. I will be able to use about the using standard and nongroup about how to use of Standard newspapers, commas after the fronted information structure and standard English where improve my own and and non-Standard texts, adverbials. words I choose appropriate. others' writing, thinking English in my I will be able to use inverted to use. I will be able to edit and carefully about the writing. explanations, commas (speech marks) and other I will be able to audience and purpose. I persuasion, improve my writing on my discussion. punctuation to show when talk about and own, by using different will be able to improve Poetry e.g. someone is speaking. I will be able record my ideas sentence my writing in response to start a new paragraph when a structures both whilst I am to some of the points classic poems, for planning e.g. new speaker says something. kennings, for poetry, writing and after I have made. finished. haiku, poems I will be able to spot, choose and use generating and I will be able to use on a theme. pronouns. improving I will be able to spot, collect and use vocabulary and paragraphs to organise my writing in fiction, linking my noun phrases. experimenting with rhyme, ideas from one paragraph to rhythm, another by using fronted adverbials for when and alliteration etc. where. **Texts See Inside Ancient Avoid Being a Roman Soldier Boudicca (History** Roman Diary -A kid in my class – Roonev Rome (Usborne Flap Roman Diary (Diary Histories) - Platt VIPs) Harrison You-**Platt & Parkins** Books): 1 tube - Boudicca's Speech

CLPE clips of Rooney introducing the poetry and



Writing	Non-chronologic	al	Comparison report between life	of a Celt and	Bo	BOUDICCA REBULLED AGUNST IN ROMANS BIOGRAPHIES DEAD FAMOUS Udicca's speech	Narrative –			poems he different forms
Outcome	about life in Rome that of a A letter I full of en		that of a soldier A letter home about life as a Rol	a soldier r home about life as a Roman soldier emotion about how they feel about		persuade her ny to follow her	5 part story including description of atmosphere and dialogue to convey character		within the poetry anthology and replicate the chosen ones.	
					Con	nposition				
	Range of Writing	Rang	ge of Writing	Range of Writing		Range of Writing		Range of Writing		Range of Writing
Year 5 Term 1	Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. Non-fiction e.g. magazines, information texts, formal reports, persuasive texts, discussion texts.	sent claus I will pund ed o I will sent mea I will brac I will para time I will	be able to create complex ences by adding a relative se using a relative pronoun. be able to create and ctuate complex sentences using pening clauses. be able to demarcate complex ences using commas in to clarify ning. be able to identify and use kets to indicate parenthesis. be able to link ideas across graphs using adverbials for , place and numbers. be able to identify, collect and noun phrases.	I will be able to identify the audience and purpose for a piece of writing and to conside this carefully when selecting the language and structure to use. I will be able to plan my writing model will be able to develop my	ng er g s s to ng n a	I will be able to si characterisation of description and d I will be able to in piece of text by u different sentence	through lialogue. mprove a ising	I will be able to proofread my workeck that: Verb tense is contained and correct. Subjects and veragree. Spelling and pure errors are addressed.	nsistent rbs nctuation	I will be able to use appropriate intonation, tone and volume to present my writing to a group or class, ensuring my meaning is clear to the audience.



	Range of Writing	Rang	ge of Writing		Range of Writing		Range of Writing		Range of Writing		Range of Writing
		1				Com	position				
Writing Outcome s	Play Scripts Diary entry from Dragons perspec		Retell from the child's perspective	with similes, metaphors			n Chronological ort on a Norse			Dialogue	e writing
Texts	structure. Dragon Stew	Ianguage, poems with a structure. Dragon Stew — Smallman & Wildish The Lost McFa		examine how authors developed characters in books and use some of these techniques in my own writing twords — arlane	lop e e ng.	prse Mythology		Crayons Quit -	1	Trolls, Witches and ts or Odd - Phillips Giants, Trolls, Witches, Beasts	
	classic narrative poems, poems with figurative language,				talk, noting keevents and vocabulary or written plan. I will be able	ey n a to					
	Poetry e.g.				ideas through	ı					



Year 5	Fiction e.g.	I will be able to create complex	I will be able to	I will be able to select	I will be able to	I will be able to
Term 2	myths, legends,	sentences by dropping in a relative	identify the	appropriate structure,	proofread my writing	use appropriate
	stories from	clause.	audience and	vocabulary and grammar to	and suggest changes to	intonation, tone
	other cultures,	I will be able to create and	purpose for a	describe setting.	grammar, vocabulary	and volume to
	stories with	punctuate complex sentences using	piece of writing	I will be able to use different	and punctuation to	present my writing
	historical	ing opening clauses.	and consider	sentence structures during	enhance effects and	to a group or class,
	settings, film	I will be able to demarcate complex	this carefully	composition. I will be able	clarify meaning.	ensuring meaning
	and play script.	sentences using commas in order to	when selecting	orally to compose		is clear to the
	Non-fiction e.g.	clarify meaning, including those	the language	alternatives and select from		audience.
	magazines,	which have relative clauses.	and structures	these according to the effect		
	information	I will be able to identify and use	to use.	to be created.		
	texts, formal	commas to show parenthesis.	I will be able to			
	reports,	I will be able to identify and use	compare two			
	persuasive	dashes to show parenthesis.	similar texts			
	texts,	I will be able to use devices to build	and, with			
	discussion	cohesion within a paragraph.	support, draw			
	texts.	I will be able to use expanded noun	on these to			
	Poetry e.g.	phrases to convey information	create my own			
	classic	concisely.	plan. I will be			
	narrative		able to develop			
	poems, poems		and clarify my			
	with figurative		ideas through			
	language,		talk, noting key			
	poems with a		events and			
	structure.		vocabulary on			
			the created			
			plan.			
			I will be able to			
			examine, in a			
			variety of ways,			
			how authors			
			develop settings			
			in books.			



Texts	Mriting Outcome s Speech of transmission from being stranded on a planet. Mars transmission of transmission from being stranded on a planet. Diary-Instructions- how to fix a bike Explanation- How to survive in the desert Fairtrade week- short writing task		1'	m afraid your tedd trouble today - D TM AFRAID YOUR TEDDY SIN	African Caribbean folktales, myths and Legends - Shearer African Mythology and legends Narrative retellincluding relative clauses, openers Create own animal mythical quest including dialogue eg: Sun is eaten each night by a crocodile and that it emerges from the crocodile each morning.		oxymoron, personification and connotation			
Outcome			Instructions- how to fix a bike st Explanation- How to survive in the desert Fairtrade week- short writing task D						A police narrative about a similar incident following the structure of the book — (discussion on level of formality eg contractions, legal jargon) Debate about right and wrong is teddy is guilty or not	
				1	Con	nposition				
	Range of Writing	Range	of Writing		Range of Writing		f Writing	Range	e of Writing	Range of Writing
Year 5 Term 3	Fiction e.g. myths, legends, stories from other cultures, stories with historical settings, film and play script. I will be able to use relative pronouns who, which, where, whose, when, that to create complex sentences by using relative clauses, both at the end of sentences and embedded within.			I will be able to identify the audience and purpose for a piece of writing and consider I will be able to identify the all piece of writing independents and consider improve in		e and description than dacross paragraphs. able to of dently edit and e my own writing by fferent sentence the condens of the		pe able to assess fectiveness of my and si writing in to audience and ase. De able to suggest ges to grammar,	I will be able to use appropriate intonation, tone and volume to present my writing, adding gesture and	



Non-fiction e.g.	I will be able to create complex	the language	vocabulary and	movement where
magazines,	sentences where the relative	and structures	punctuation to enhance	appropriate.
information	pronoun is omitted.	to use.	effects and clarify	
texts, formal	I will be able to create and	I will be able to	meaning.	
reports,	punctuate complex sentences using	create my own		
persuasive	ed and ing opening clauses in fiction	plan for writing,		
texts,	and non-fiction writing.	drawing on		
discussion	I will be able to create and	reading and		
texts.	punctuate sentences using simile	research.		
Poetry e.g.	starters.	I will be able to		
classic	I will be able to use commas to	develop and		
narrative	avoid ambiguity.	clarify my ideas		
poems, poems	I will be able to identify and use	through talk,		
with figurative	commas to indicate parenthesis.	noting key		
language,	I will be able to use brackets and	events and		
poems with a	dashes to indicate parenthesis	vocabulary on		
structure.	appropriately in formal and less	the created		
	formal writing.	plan.		
	I will be able to use expanded noun	I will be able to		
	phrases to convey complicated	examine how		
	information concisely.	characters and		
		settings are		
		presented in		
		films.		



Texts

Range of Red Riding Hood Stories



Faery Tales - Duffy



The Wolf's Story – Forward & Cohen



Hansel and Gretel - Gaiman



Inside the villain - Perrin



Advertisement - Doyle

Advertisement
Are your children peaky and thin?
Too many late nights? Too much telly?
Forest air and fattening diet
Will very soon put things right.

A week or two at Sweetmeat Cottage Is bound to make them scrumptiously chubby. Children pust fove my gingerbread fouse, My liquorice doors and chimneys. There's everything here to delight a child, And one kind lady to see to their needs for I love children, tasty little darlings! Apply without delay.

Cornelius Doyle

Guardian Advert – the three little pigs



Victorian poetry

Raven – Poe (pop up version) EDGAR ALLAN POE RATHEN

Carroll
You are old Father
William
The Walrus and the
Carpenter
How doth the little
crocodile

Cozy Classics - Wang





Writing Outcome s	Sequence the story Newspaper report Diary- was the wolf wicked? Did Riding hood know the wolf was following? Letter of complaint		Setting Description Narrative focus: Complex sentence starting with a subordinating conjunction. Sentence containing a semi-colon. Using modal verbs correctly. Setting description to create atmosphere Dialogue Narrative Poem	Hansel & Gretel Dialogue, Changing the narrative point of view- Goldilocks / three pigs Estate agent's description/ An advertisement poem from the point of view of the witch Police report using formal language Other ideas: Warning poster, diary entry,-				A letter of complair Advert to join Fagar language	•	
		_			Com	position				
	Range of Writing Writing		Range of Writing	Range of Writing		Range	e of Writing	Range of Writing		
Year 6	Fiction e.g.	I will be	able to use devices to bu	ild	I will be able to	I will be	able to select	I will	be able to reflect	I will be able to
Term 1	detective	cohesic	on between paragraphs in		identify the	vocabulary and language		upon	the effectiveness	use appropriate
	fiction, science	narrativ	· · ·		audience and	effects which are appropriate		of my	writing in relation	intonation, tone
	fiction, stories	I will be	able to identify in texts,		purpose for a	for my audience and purpose.		to au	dience and	and volume to
	with flashbacks	semi-co	olons which are used to ma	ark	piece of writing	I will be	able to select	purpo	ose.	present my writing
	or time shifts.	the bou	undary between independ	ent	and consider		ary and language		be able to	to a group or class,
	Non-fiction e.g.	clauses			this carefully		or precision and		fread to ensure	ensuring my
	persuasive		e able to identify the subje	ct	when selecting	impact.			stent and correct	meaning is clear to
	texts,	-	ject of a sentence.		the text-form,		able to explore the		f tense throughout.	the audience.
	explanations,		e able to identify, collect a		type and		f using more formal		be able to	
	discussion		imples of the past perfect		language for my		ary and sentence	I -	fread to ensure	
	texts, recounts,		verbs to mark relationshi	ps	writing.		es by comparing		stent subject and	
	biographies,		and cause.		I will be able to		ents prepared by the		agreement.	
	information		e able to identify and use		plan my writing	teacher.	='		be able to	
	text hybrids.	colons	to introduce a list.		by drawing on a		able to blend action	proot	fread to ensure	
					writing model.	and dial	ogue within			



	Poetry e.g. classic poetry, poems with imagery, free verse, song lyrics.	I will be able to punctual points consistently. I will be able to use subforms in formal speech focusing on wish and ifficialises.	junctive and writing,	I will be able to examine and compare how authors develop characters in books.	sentences and pactorized convey character advance the action I will be able to end use of different structures. I will be able to insentences and ship prepared by the to discuss effects I will be able to use and pronouns to cohesion within a	rand on. xplain the entence mprove nort texts teacher and is created. ise synonyms build	spelling and punctuation errors are addressed.	
Texts	Summer Holiday poetry Car Trip – Rosen	Letters from the Lighthouse- Carroll Emma Garroll IETTERS IIGHTHOUSE	Poems of war and conflict Dulce et decorum est - Owen Christmas Truce - Duffy Charge of the Light Brigade - Tennyson Ted Hughes Armitage War Horse Sainsbury's Advert	visit to Stockport Air Raid Shelter Blitzed Brits - Deary	Rose Blanche – Mc Ewan ROSE BLANCHE ROSE B	Experienti al learning – Journey Holocaust outreach sessions	Little people, Big Dreams (Anne Frank) - Vegara Anne Teank	The Christmas Crayons - Jeffers The Christmas Crayons - Jeffers The Christmas Clip
Writing Outcome s	Experiential Structured poem about	Missing person's report Postcard Diary entry	A poem based on Dulce et decorum est that captures	Instructional writing – how to	Narrative with a historical context – atmosphere and	Formal letter to newspaper editor	Biography of Anne Frank	Monologue in role as a Christmas bauble



	Summer	Book review	the chaos of	survive the	character			
	holiday		war – pupils	Blitz	development			
	,		perform their					
			poems					
			T position	Cor	mposition	I.		<u> </u>
	Range of	Range of Writing		Range of	Range of Writing	•	Range of Writing	Range of Writing
	Writing							
Year 6	Fiction e.g.	I will be able to use o	levices to build	I will be able to	I will be able to id	dentify,	I will be able to reflect	I will be able to
Term 2	detective	cohesion between pa	aragraphs in	identify the	collect and use v	ocabulary	upon the effectiveness	use appropriate
	fiction, science	persuasive texts.		audience and	typical of formal	and informal	of my writing in relation	and effective
	fiction, stories	I will be able to ident	ify and use	purpose for a	speech and writing	ng.	to its audience and	intonation, tone
	with flashbacks	semi-colons to mark	the boundary	piece of writing	I will be able to b	lend action	purpose.	and volume to
	or time shifts.	between independer	nt	and consider	and description v	within	I will be able to	present my writing
	Non-fiction e.g.	clauses.		this carefully	sentences and pa	aragraphs to	proofread, suggest and	to a group or class,
	persuasive	I will be able to ident	ify and discuss	when selecting	convey character	and	makes changes to	ensuring my
	texts,	the active and passiv	e voice in	the text-form,	advance the action	on.	grammar, vocabulary	meaning is clear to
	explanations,	narrative writing.		type and	I will be able to d		and punctuation in	the audience.
	discussion	I will be able to ident	• •	language for my	effects created by different		order to enhance effects	
	texts, recounts,	use examples of the	•	writing.	sentence structu		and clarify meaning.	
	biographies,	form of verbs to mar		I will be able to	able to experime			
	information	of time and cause.		compare two	different effects			
	text hybrids.	I will be able to ident	•	similar texts and	sentence types a			
	Poetry e.g.	semi-colons within li		draw on these	structures in my	_		
	classic poetry,	I will be able to ident	•	to create my	I will be able to u			
	poems with	use subjunctive form		own plan for	build cohesion w			
	imagery, free	speech and writing, f	-	writing. I will be	across paragraph			
	verse, song	requests.		able to develop	narrative writing	•		
	lyrics.			and clarify my				
				ideas through				
				talk, noting key				
				ideas and				
				vocabulary on				
				the plan.				



				I will be able to examine and	0			
				compare how				
				authors develo	р			
				settings in				
			1	books.		1		
Texts	Lizards of the wo	orld Holes – Sachar		rctica – The	Shackleton's	Survival	Snow poetry	Animal
	– O'Shea melt		meltir	g continent -	Journey - Grill	handbook	Snow and snow –	adaptations -
	In Journal Amenda		Ann	TARCTICA MULTING ENTRANCE OF THE PROPERTY OF T	SHACKLEDU'S DJEVIEY DJEV DJEV DJEV DJEV DJEV DJEV DJEV DJEV	SURVIVAL HANDBOOK POLAR Could juin get not along	Hughes The Life of Ice - Thomas (free verse)	Janska Animal Adaptations: Iver Bab. Furts
Writing	Non-chronologica	Setting description	Non-cl	nronological	Formal letter	Instruction	Personification poetry	Animal
Outcome	report (Yellow-	First person narrative	report	(Antarctica).	Motivational	al text –		adaptations
s	spotted lizard)	Informal letter			speech	building an		discussion text.
		Continuation of the			Diary entry	igloo-		
		narrative			Adventure			
					narrative			
					Composition			I
	Range of	Range of Writing		Range of	Range of Writing		Range of Writing	Range of Writing
	Writing			Writing				
Year 6	Fiction e.g.	I will be able to use devices to		I will be able to			I will be able to assess	I will be able to
Term 3	detective	cohesion between paragraphs		identify the	discuss the appro	•	the effectiveness of my	use appropriate
	fiction, science	discursive and explanatory tex		audience and	register for form		own and others' writing	intonation, tone
	fiction, stories	, ,		purpose for a	informal purpose		in relation to audience	and volume to
	with flashbacks	own writing by using semi-col	ons to	piece of writin	Ŭ	,	and purpose, suggesting	present my
	or time shifts.	mark the boundary between		and consider	dialogue and des	•	changes to grammar,	writing, adding
	Non-fiction e.g.	independent clauses.		this carefully	within sentences		vocabulary and	gesture and
	persuasive			when selecting	g paragraphs to co	nvey	punctuation to enhance	



	texts,	I will be able to identify	active and	the text-form,	character and adv	vance the	effects and	l clarify	movement where
	explanations,	passive voice and discu		type and	action.		meaning.	,	appropriate.
	discussion	variety of contexts.		language for my	I will be able to co	onsciously			I will be able to
	texts, recounts,	I will be able to identify	. collect and	writing.	control the use of	•			encourage and
	biographies,	use examples of the fut	•	I will be able to	sentence structur	res for effect			take account of
	information	form of verbs to mark r	•	draw on similar	when writing and				audience
	text hybrids.	of time and cause.		writing models,	I will be able to u	_			engagement.
	Poetry e.g.	I will be able to explain	and	reading and	range of devices t	to build			
	classic poetry,	demonstrate how hyph		research to	cohesion within a				
	poems with	used to avoid ambiguity		create my own	paragraphs,				
	imagery, free	I will be able to edit and	•	plan for writing.	e.g. adverbials, p	ronouns and			
	verse, song	own formal writing and		I will be able to	synonyms.				
	lyrics.	using subjunctive forms		compare how	I will be able to fi	nd examples			
	'			characters and	of where authors	-			
				settings are	broken convention	ns to			
				presented in	achieve specific e	ffects and to			
				films and	use similar techni	iques in my			
				performances.	own writing.				
Texts	Ost	rich advert	+		7	Childre	n's	Film	Identity
			3	S. Ti	THE .	Shakespe	eare	https://youtu.l	be/ikGVWEvUzNM
	0				Kinga- Ducena-	Festiva	al	Body Tal	k – Zephania
		3		π	icribea			The Britis	s h – Zephania
		The second		MARC	A WILLIAMS	SHAKESP FESTIV	REN'S	Let no-one st	eal your dreams -
	470000	THE VOLUME		The Tude ver Vinge	Ousens Caribas	FESTIV	ARE	Co	okson
	The same			The Tudors: Kings, and Ferrets -		,		Section due took from Common	Codemic Madeinaus Gibrary India
			and Ferrets -	- Williams			Tackers control Tackers control Tackers devention to the control Execution for the control Execution for the control Execution for the control	The second secon	
				Populp	NO DE			In an administration of the second of the se	construction of adjustment of the construction
				2 HYARSI	TYKE			The according floors of the control	4-11
								Arrandormal metals for the first state of the first	
								The Undefea	a ted – Alexander
				SHAKESHAN CO	MCARL			THE OHACIE	Alexander



					■ This is me – The Greatest Showman
Writing Outcome s	Diary entry – focus on specific level of formality that captures the character of the ostrich	Setting descripti on Narrativ e includin g dialogue	Biography of William Shakespeare.	Play scripts monologues Letters from characters Diaries Recreating the scenes with modern dialogue	Poetry on their Identity – concrete poem The British innovated to be about this school - This is me – The Greatest Showman