

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year 3 Skills are essentials The genres given are suggestions <i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i>	<p>Who is The Wild Girl?</p> <p>Character description- creating character Understand and use some figurative language Accurate use of pronouns in sentences</p> <p>What was life like for a Stone Age child? Diary-show knowledge and understanding of a range of writing forms Increase understanding of the differences between standard and nonstandard English</p> <p>Texts: <i>Stone Age Boy</i> <i>The Wild Girl</i> <i>Pebble in my pocket</i></p>	<p>Becoming Marcy: How did she feel on Ra's boat?</p> <p>Setting description- create settings and plots in narrative writing Using an increasingly varied vocabulary Expanded noun phrases</p> <p>Was it right to break the seal on Tutankhamun's tomb?</p> <p>Discussion/Debate- increasing elaboration on information/events Increasing clarity in terms of the main purpose of the writing</p> <p>Texts: <i>Marcy and the Riddle of the Sphinx</i> <i>How to be an ancient Egyptian</i> <i>Spider mcdrew and the Egyptians.</i></p>	<p>Becoming the Trotter sisters: Who is the fairest of them all?</p> <p>Character description- Organise paragraphs around a theme Use appropriate pronouns or nouns to aid cohesion and avoid repetition Express time, place and cause using conjunctions, adverbs or prepositions Use commas after fronted adverbials</p> <p>Have you eaten any scrumptious dishes in your time?</p> <p>Poetry- Use fitting openings and endings Begin to sequence ideas or material</p> <p>Texts: <i>Leon James and the Giant Peach</i></p>	<p>Unfortunately, The Milk: Who took the milk?</p> <p>Writing to inform- Use of the present perfect Begin to establish and sustain a viewpoint</p> <p>Year 3: The Story So Far</p> <p>Explanation- show knowledge and understanding of a range of writing forms Elaborate on event Use a or an correctly</p> <p>Texts: <i>Fortunately, the Milk</i></p>	<p>What makes an unusual creature "unusual"?</p> <p>Report- Using more varied sentence structure including a wider range of conjunctions Begin to use some subordination Use a range of organisational devices such as headings and subheadings</p> <p>What's it like to be a bug?</p> <p>Narrative story- Begin to use some simple links between paragraphs Increasing adaptation of style to get the attention of the reader Increasingly accurate punctuation of direct speech</p> <p>Texts: <i>Unusual Creatures</i></p>

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<p>Year 4</p> <p>Skills are essentials The genres given are suggestions</p> <p><i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i></p>	<p>What's it like living with natural disasters? Report- Organisational devices Present perfect form of verbs Organise paragraphs around a theme Use an increasingly varied vocabulary</p> <p>What is like outside? Poetry- Showing knowledge and understanding of a range of writing forms Understanding and using some figurative language</p> <p>Text:: Butterfly Lion</p>	<p>Guess what I did today? Recount- Begin to sequence ideas or material logically Use of fitting openings and endings Express time, place and cause using conjunctions, adverbs and prepositions</p> <p>How do I inspire an army? War cries Increasing adaptation of style to get the attention of the reader Increased clarity in terms of main purpose of writing Using a more varied sentence structure including a wider range of conjunctions</p> <p>Texts: Roman Diary: The Journal of Iliona</p> <p>The Paninis of Pompeii</p>	<p>What is a megacity like? Descriptive writing- Organising paragraphs around a theme Begin to use simple links between paragraphs Use commas after fronted adverbial</p> <p>Who lives in a place like this? Recount- Showing knowledge and understanding of a range of writing forms Using appropriate pronouns or nouns to aid cohesion and avoid repetition Use a range of organisational devices</p> <p>Texts: A World of Cities by James Brown</p>	<p>Are you ready for an adventure? Narrative story - Create settings, characters and plots Expanded noun phrases Figurative language Increasingly accurate punctuation of direct speech. Show an increased understanding of the difference between standard and nonstandard English.</p> <p>Where does your food go? Report Show knowledge and understanding of a range of writing forms Increasing elaboration on information/events. Use a range of organisational devices Using appropriate pronouns or nouns to aid cohesion and avoid repetition</p> <p>Texts: Anglo-Saxon Boy The Adventures of Bron</p>	<p>Why support local? Persuasive writing- Begin to establish and maintain a viewpoint Accurate use of pronouns in sentences</p> <p>Year 4: The story so far... Report writing- Use a range of organisational devices Organise paragraphs around a theme</p>

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<p>Year 5</p> <p>Skills are essentials The genres given are suggestions</p> <p><i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i></p>	<p>Can You help me? Emotive letter asking for help- Select the appropriate form and use other similar writing as models Use expanded noun phrases Use appropriate vocabulary and structures for formal writing</p> <p>Who was Kensuke? Character profile of Kensuke- Drawing on wider reading and performances to inform development of settings and characters. Selecting appropriate grammar and vocabulary which show the understanding of how such choices and change and enhance meaning Select the appropriate form and use other similar writing as models</p> <p>What is a river? Poetry based on the journey of a river</p> <p><i>Texts: 'Kensuke's Kingdom' (Michael Morpurgo); 'A River' (Marc Martin); 'The river' (Valerie Bloom); 'I Asked the river' (Valerie Bloom)</i></p>	<p>What's in the Northumberland news? Report- Using relative clauses Applying and using effectively their understanding of the use of formal language</p> <p>A journey to Valhalla. Narrative myth based on Viking Boy- In narratives describe settings, characters and atmosphere</p> <p>Consistent use of tense throughout a piece of writing Ensure correct subject and verb agreement</p> <p><i>Text: 'Viking Boy' (Tony Bradman)</i></p>	<p>The story of the Trojan Horse: historical fact, legend or classical myth? Discussion of historical question- Use further organisational and presentational devices to structure texts Use a wide range of devices to build cohesion within and across paragraphs Use modal verbs to indicate degrees of possibility</p> <p>What else do you want to know? report Pupils create their own enquiry questions to research and present in their own way. Select the appropriate form and use other similar writing as models Use dashes, brackets or commas to indicate parenthesis. Use vocabulary and grammar to enhance meaning for the audience</p> <p><i>Texts: Orchard Book of Greek Myths; Ancient Myths Collection (Geraldine McCaughrean & Tony Ross)</i></p>	<p>Are you ready for action? Persuasive letter- Use appropriate vocabulary and structure for formal writing including the subjunctive form Use commas to clarify meaning or avoid ambiguity Use the perfect form of verbs to mark relationships between cause and time Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Save me now. Poetry Select the appropriate form and use other similar writing as models</p> <p><i>Text: 'Save me now' (Jeff Lynne); 'Salt Water' (Julian Lennon) - songs</i></p>	<p>Run for your life! Adventure story- Integrate dialogue to convey character and advance action Distinguish between the language of speech and writing Using colons, semicolons or dashes to mark boundaries Select the appropriate form and use other similar writing as models</p> <p>recount -Select the appropriate form and use other similar writing as models</p> <p>Use a wide range of devices to build cohesion within and across paragraphs Select appropriate grammar and vocabulary</p>

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<p>Year 6</p> <p>Skills are essentials The genres given are suggestions</p> <p><i>Planning, drafting, editing and evaluating will occur in each piece of writing.</i></p>	<p>Where does my blood go? Non-fiction report- use appropriate vocabulary and structure for formal speech Punctuating bullet points correctly and using a colon</p> <p>How can I describe emotions? Emotive poetry- how vocab can enhance meaning for the audience</p> <p>The story of how we saved the Professor. Suspense story- describe settings,characters and atmosphere. Use expanded noun phrases</p> <p><i>Text: Pig Heart Boy by Malorie Blackman</i></p>	<p>What was the Battle of Britain? Newspaper report - Build cohesion within and across paragraphs. Using modal verbs or adverbs to indicate degrees of possibility Use the perfect form of verbs. Use similar writing as models for their own.- the language of the time</p> <p>Friend or Foe? Discussion or balanced argument use organisational devices to structure texts and guide the reader Precising longer passages.</p> <p>Use similar writing as models for their own.</p> <p><i>Text: Friend or Foe- Michael Morpurgo Rose Blanche</i></p>	<p>Lights,cameras,action Playscript of part of the story - use similar writing as models for their own. Distinguish between the language of speech and writing.</p> <p>Who do they think they are? Character description and descriptive writing- Drawing on wider reading to inform development of setting and characters in narrative. Consistent use of tense and subject and verb agreement. Use relative clauses Use commas to clarify meaning Use semi- colons, colons or dashes to separate</p> <p><i>Text: Firework Maker's Daughter by Philip Pullman</i></p>	<p>Evolution or myth? Report writing- Use effectively their understanding of the use of formal language. Use of the passive verb Use dashes, brackets or commas to indicate parenthesis</p> <p>Why should you come and visit? Persuasive writing- use informal language structures in different genres.</p> <p>The boy who saw a dragon Character description-select appropriate grammar and punctuation</p> <p><i>Text: Dragonology by Dr. Ernest Drake</i></p> <p><i>The Unprecedented discovery of the Dragon Islands by Lord Nathaniel Parker</i></p> <p><i>The Egg and other titles by MP Robertson</i></p>	<p>What should I write? Free writing using a variety of genres- Use dialogue to convey character and advance action. Use semi- colons, colons or dashes to separate independent clauses</p>