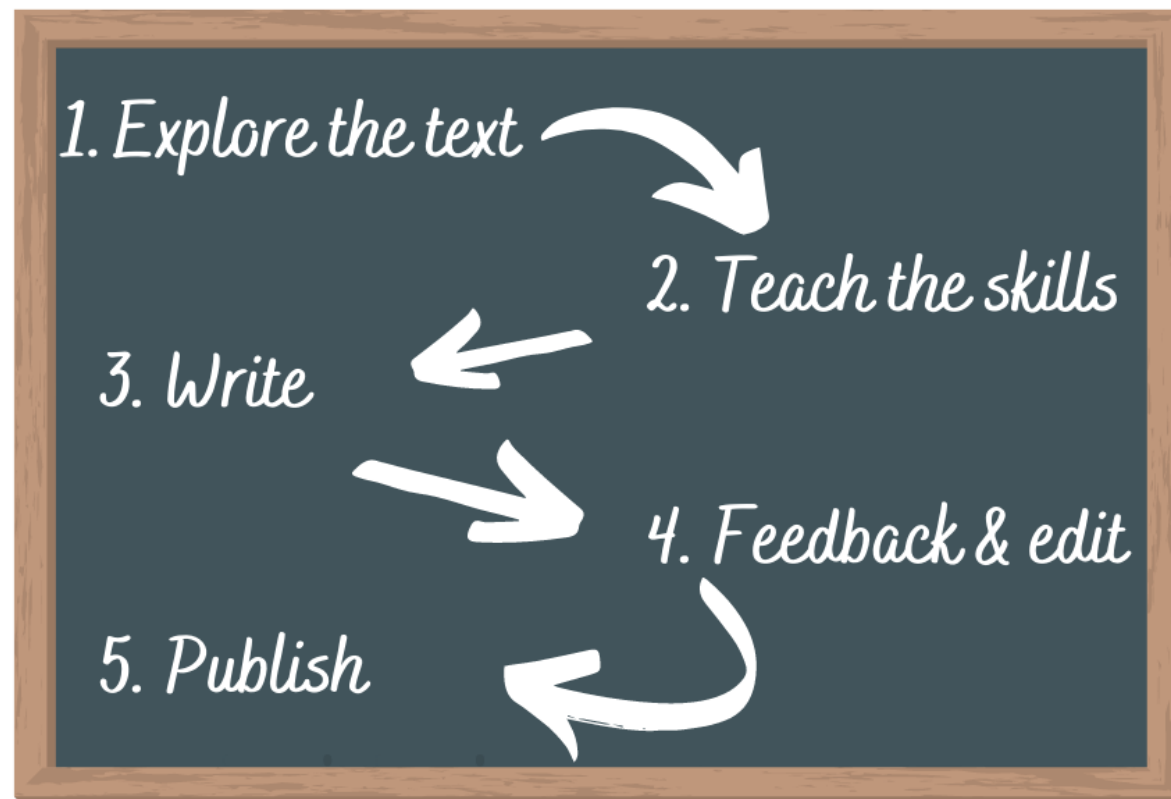


Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
EYFS & Key Stage One			
Lower Key Stage Two			
Upper Key Stage Two			



EYFS						
Topic and term	Core text	Opportunities for writing	Writing objectives to be taught, including sentence types			
			22-36	30-50	40-60	ELG
Do you want to be friends?		Who's who pictures - writing name	•Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint.		
		Feelings words for 'The Lion and the Mouse'	•Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.		
		Thank you letter for someone who helps them at home	•Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.		
What happens when I fall asleep?		Responding to a painting – listing the nouns	•Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint.	Gives meaning to marks they make as they draw, write and paint	
		Special features of an owl	•Distinguishes between the different marks they make	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they	Gives meaning to marks they make as they draw, write and paint	

				see in different places.	<ul style="list-style-type: none"> •Begins to break the flow of speech into words. 	
		Retell a bedtime story	<ul style="list-style-type: none"> •Distinguishes between the different marks they make 	Sometimes gives meaning to marks as they draw and paint.	<p>Gives meaning to marks they make as they draw, write and paint</p> <ul style="list-style-type: none"> •Begins to break the flow of speech into words. •Continues a rhyming string. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, repre 	
Will you read me a story?		Change the ending of a fairy story	<ul style="list-style-type: none"> •Distinguishes between the different marks they make 	Sometimes gives meaning to marks as they draw and paint.	<p>Gives meaning to marks they make as they draw, write and paint</p> <ul style="list-style-type: none"> •Begins to break the flow of speech into words. 	

					<ul style="list-style-type: none"> •Continues a rhyming string. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, repre •Attempts to write short sentences in meaningful contexts 	
		Sequence their own fairy story	<ul style="list-style-type: none"> •Distinguishes between the different marks they make 	Sometimes gives meaning to marks as they draw and paint.	<p>Gives meaning to marks they make as they draw, write and paint</p> <ul style="list-style-type: none"> •Begins to break the flow of speech into words. •Continues a rhyming string. •Can segment the sounds in simple words and blend them together. 	

					<ul style="list-style-type: none"> •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, repre •Attempts to write short sentences in meaningful contexts 	
Why do ladybirds have spots?		What can I see if I am a spider?		Sometimes gives meaning to marks as they draw and paint.	Gives meaning to marks they make as they draw, write and paint	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

		Captions for the bad-tempered ladybird		<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p>	<p>Gives meaning to marks they make as they draw, write and paint</p> <ul style="list-style-type: none"> •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, repre 	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Are we nearly there yet?		Caption for favourite photograph from a hot air balloon		<p>Sometimes gives meaning to marks as they draw and paint.</p>	<ul style="list-style-type: none"> •Begins to break the flow of speech into words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters 	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and</p>

					to communicate meaning, repre	others are phonetically plausible.
		Writing their own imaginary journey		Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	<ul style="list-style-type: none"> •Begins to break the flow of speech into words. •Attempts to write short sentences in meaningful contexts 	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Who lives in a rock pool?		Writing a postcard		Sometimes gives meaning to marks as they draw and paint.	<ul style="list-style-type: none"> •Begins to break the flow of speech into words. •Attempts to write short sentences in meaningful contexts 	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and

						others. Some words are spelt correctly and others are phonetically plausible.
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Year One					
Topic and term	Core text		Purpose for writing	Opportunities for writing	Writing objectives to be taught
Superheroes		Supertato Superhero NF texts	Writing to entertain	Description of superheroes – captions for adjectives.	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Comic strips – speech bubbles	<ul style="list-style-type: none"> To sequence sentences to form short stories.
			Writing to inform	Letter to the Evil Pea – free Supertato	<ul style="list-style-type: none"> To use capital letters for names of people, places and days of the week and I.
			Writing to inform	Real life superheroes	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
Dinosaur Planet		Dinoasur Roar Mary Anning Dinosaur NF texts	Writing to entertain	Poetry – Dinosaur Roar	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to inform	Questions for a dinosaur	<ul style="list-style-type: none"> To use question marks or exclamation marks.
			Writing to entertain	Riddle – what am I? dinosaur riddle	<ul style="list-style-type: none"> To use question marks or exclamation marks.
			Writing to entertain	Description – similes for a dinosaur	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to inform	Captions – sequence the life of Mary Anning	<ul style="list-style-type: none"> To use capital letters for names of people, places and days of the week and I.
			Writing to inform	Class fact file on different dinosaurs	<ul style="list-style-type: none"> To use question marks or exclamation marks.

					<ul style="list-style-type: none"> To understand and use plurals.
Moon Zoom		Beegu Aliens in Underpants A Day in the Life of Bob Space NF texts	Writing to inform	Recount of alien crash landing (memorable experience)	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Speech bubbles for Beegu	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Description of aliens	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to inform	Non-chronological report – an aspect of space that they enjoy	<ul style="list-style-type: none"> To understand and use plurals.
			Writing to inform	Advert for space buggy	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Science fiction stories	<ul style="list-style-type: none"> To use capital letters for names of people, places and days of the week and I. To sequence sentences to form short stories.
Paws, Claws and Whiskers		Animal poems The Tiger who came to Tea Just So Stories	Writing to inform	Instructions – how to look after an animal/be a good zoo keeper	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Poem – animal poems	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Narrative – write own Just So Story	<ul style="list-style-type: none"> To use capital letters for names of people, places and days of the week and I.

					<ul style="list-style-type: none"> To sequence sentences to form short stories.
			Writing to inform	Recount – what the tiger did at Sophie’s house	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to inform	Class fact file – different animals	<ul style="list-style-type: none"> To use question marks or exclamation marks.
Bright Lights, Big City		Paddington Goes to London	Writing to inform	Non-chronological report – Royal family	<ul style="list-style-type: none"> To use capital letters for names of people, places and days of the week and I.
			Writing to entertain	Adventure narrative – Paddington	<ul style="list-style-type: none"> To sequence sentences to form short stories.
			Writing to inform	Instructions – how to bake bread	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to inform	Letters – questions to the zoo	<ul style="list-style-type: none"> To use question marks or exclamation marks.
			Writing to entertain	Description – design and describe own London bus	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
Enchanted Woodland		Fairy Tales	Writing to entertain	Description of a woodland	<ul style="list-style-type: none"> To understand and use plurals.
			Writing to entertain	Woodland and fairy poem	<ul style="list-style-type: none"> To apply basic writing skills, including application of growing phonic knowledge.
			Writing to entertain	Retell Hansel and Gretel	<ul style="list-style-type: none"> To use capital letters for names of people, places and days of the week and I.

					<ul style="list-style-type: none"> To sequence sentences to form short stories.
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Year Two					
Topic and term	Core text	Guided reading texts	Purpose for writing	Writing genre	Writing objectives to be taught
Towers, Tunnels and Turrets	Rapunzel	The Tunnel The Three Billy Goats Gruff A Squash and a Squeeze	Writing to entertain	Description – Disney castle	<ul style="list-style-type: none"> To use and, but, or to extend my sentences. To know use statements. To use noun phrases to add description and detail.
			Writing to entertain	Narrative – write their own fairy tale based on Rapunzel	<ul style="list-style-type: none"> To correctly and consistently use present and past tense. To use adverbs To know use statements. To use noun phrases to add description and detail.
			Writing to inform	Non-chronological report - castles	<ul style="list-style-type: none"> I can use when, if, that because to join a subordinate clause. To know and use questions.

Street Detectives	The Three Little Pigs	The Three Javelinas The True Story of the Three Little Pigs	Writing to inform	Instructions - how to build a house out of straw/wood/bricks	<ul style="list-style-type: none"> To use and, but, or to extend my sentences. To know and use commands.
			Writing to entertain	Narrative - retelling from wolf's perspective	<ul style="list-style-type: none"> To correctly and consistently use present and past tense. To use adverbs To use apostrophes for contracted forms
Muck and Mixtures	The Disgusting Sandwich	The Disgusting Sandwich The Tear Thief The Day the Crayons Quit	Writing to entertain	Poetry – mess and play poems	<ul style="list-style-type: none"> To use noun phrases to add description and detail.
			Writing to inform	Recount – how we made our own sandwich	<ul style="list-style-type: none"> To correctly and consistently use present and past tense. To know use statements.
			Writing to entertain	Description – making own sandwich	<ul style="list-style-type: none"> To use and, but, or to extend my sentences. To know and use exclamation sentences To use noun phrases to add description and detail. To use apostrophes for contracted forms
Scented Garden	The Enormous Turnip	Superworm Monkey Puzzle	Writing to inform	Non-chronological report – plants	<ul style="list-style-type: none"> To use when, if, that because to join a subordinate clause. To know and use questions. To use apostrophes for singular possessive forms
			Writing to entertain	Narrative – write own 'enormous veg' story	<ul style="list-style-type: none"> To correctly and consistently use present and past tense. To use and, but, or to extend my sentences. To use adverbs To know and use exclamation sentences To use noun phrases to add description and detail.

Land Ahoy!	Captain Cook (Famous Lives)	Lighthouse Keeper's Lunch Pirate School	Writing to inform	Letter – from Captain Cook	<ul style="list-style-type: none"> • To use when, if, that because to join a subordinate clause. • To use and, but, or to extend my sentences. • To use apostrophes for contracted forms
			Writing to inform	Diary – Captain Cook entry	<ul style="list-style-type: none"> • To correctly and consistently use present and past tense. • To use when, if, that because to join a subordinate clause. • To know and use questions.
			Writing to entertain	Adventure narrative – pirate adventure story	<ul style="list-style-type: none"> • To use and, but, or to extend my sentences. • To use adverbs • To know and use exclamation sentences • To use noun phrases to add description and detail.
Beachcombers	The Lonely Beast	Esio Trot Winnie and the Seaside Nim's Island	Writing to entertain	Description – island	<ul style="list-style-type: none"> • To use and, but, or to extend my sentences. • To use noun phrases to add description and detail.
			Writing to inform	Letter – to the SeaLife Centre – what did we learn?	<ul style="list-style-type: none"> • To correctly and consistently use present and past tense. • To use apostrophes for singular possessive forms
			Writing to entertain	Narrative – Winnie story	<ul style="list-style-type: none"> • To use and, but, or to extend my sentences. • To use adverbs • To know and use exclamation sentences • To use noun phrases to add description and detail.

Year Three

Topic and term	Core guided reading text	Supplementary text/resources	Purpose for writing	Writing genre	Writing objectives to be taught
Predator!	Fantastic Mr Fox by Roald Dahl	Animals NF texts	Writing to entertain	Character description – Fantastic Mr Fox	<ul style="list-style-type: none">• To create settings, characters and plot in stories.• To use noun phrases to add detail

			Writing to inform	Non-chronological report – range of predators	<ul style="list-style-type: none"> To use headings and sub-headings to organise my writing. To use conjunctions to join clauses (when, so, before, after, while, because) To use the correct tense.
			Writing to entertain	Narrative – simplified version of the story	<ul style="list-style-type: none"> To use conjunctions to join clauses (when, so, before, after, while, because) To use the correct tense. To create settings, characters and plot in stories. To use noun phrases to add detail
Tremors	The Firework Maker's Daughter by Phillip Pullman		Writing to inform	Diary – from the perspective of Lila	<ul style="list-style-type: none"> To use the correct tense. To begin to use nouns and pronouns for clarity and cohesion. To group ideas into paragraphs around a theme.
			Writing to entertain	Historical narrative - Pompeii	<ul style="list-style-type: none"> To experiment with different adjectives to create impact. To begin to use nouns and pronouns for clarity and cohesion. To use time connectives (then, next, soon). To create settings, characters and plot in stories. To use noun phrases to add detail
Flow	The Wind in the Willows by Kenneth Grahame	Planet Earth clips	Writing to entertain	Poetry - river poem	<ul style="list-style-type: none"> To experiment with different adjectives to create impact. To use the present perfect form of verbs (e.g. he has gone out to play). To use noun phrases to add detail

			Writing to inform	Report - rivers	<ul style="list-style-type: none"> To use headings and sub-headings to organise my writing. To use conjunctions to join clauses (when, so, before, after, while, because) To use the correct tense.
			Writing to persuade	Speech – environment	<ul style="list-style-type: none"> To begin to use nouns and pronouns for clarity and cohesion. To experiment with different adjectives to create impact.
Heroes and Villains	The One Hundred and One Dalmatians by Dodie Smith	Biographies	Writing to entertain	Narrative – Cruella de Vil story	<ul style="list-style-type: none"> To use time connectives (then, next, soon). To begin to use inverted commas for direct speech. To group ideas into paragraphs around a theme. To create settings, characters and plot in stories. To use noun phrases to add detail
			Writing to inform	Biography – hero from history	<ul style="list-style-type: none"> To use headings and sub-headings to organise my writing. To add prefixes to words (super-, anti- auto etc)
Gods and Mortals	Greek Myths		Writing to entertain	Story writing – create own Greek myth	<ul style="list-style-type: none"> To begin to use inverted commas for direct speech. To group ideas into paragraphs around a theme. To create settings, characters and plot in stories. To use noun phrases to add detail

			Writing to inform	Newspaper report – what happened to the city of Troy	<ul style="list-style-type: none"> To group ideas into paragraphs around a theme. To group ideas into paragraphs around a theme.
Tribal Tales	Stig of the Dump by Clive King		Writing to entertain	Adventure stories	<ul style="list-style-type: none"> To use the present perfect form of verbs (e.g. he has gone out to play). To create settings, characters and plot in stories. To use noun phrases to add detail
			Writing to inform	Fact file – Stonehenge	<ul style="list-style-type: none"> To use the present perfect form of verbs (e.g. he has gone out to play). To group ideas into paragraphs around a theme.

Year Four					
Topic and term	Core guided reading text	Supplementary text/resources	Purpose for writing	Writing genre	Writing objectives to be taught
Bottoms, Burps and Bile	Body Hopping Hysterics		Writing to entertain	Narrative – own body swapping story	<ul style="list-style-type: none"> To create settings & characters within cohesive plots. To use the correct tense. To use a wide range of vocabulary to enhance meaning and effect. To vary sentence structure by using different openers. To use punctuation to show direct speech

			Writing to inform	Non-chronological report – roles of different organs in the body	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • To use the correct tense. • To use the correct noun-verb agreement • To use conjunctions • To use simple organisational devices (subheadings, bullet points)
I am a Warrior	The Thieves of Ostia	Plays	Writing to inform	Letter/diary entry – life of a Roman soldier	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • I use the correct tense. • To use expanded noun phrases to add specific detail. • To use prepositions to express time (before, after, during, in, because of) • To use the correct noun-verb agreement • To use conjunctions as a cohesive device • To use a wide range of vocabulary to enhance meaning and effect.
			Writing to entertain	Playscript - chapter of the story – Thieves of Ostia	<ul style="list-style-type: none"> • To use the correct tense. • To aid cohesion, use the appropriate noun and pronoun choices. • • To use adverbial phrases • To create settings & characters within cohesive plots.
Blue Abyss	Treasure Island		Writing to entertain	Poetry – about the sea and sea creatures	<ul style="list-style-type: none"> • To use adverbial phrases • To create settings & characters within cohesive plots. • To use expanded noun phrases to add specific detail.

			Writing to entertain	Narrative – Character and setting descriptions (beach and pirate)	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • To use expanded noun phrases to add specific detail. • To use the correct noun-verb agreement • To aid cohesion, use the appropriate noun and pronoun choices. • To use adverbial phrases • To use punctuation to show direct speech • To use a wide range of vocabulary to enhance meaning and effect.
		Blue Planet	Writing to persuade	Letter – environmental issues surrounding the Great Barrier Reef and impact of humans on marine wildlife	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • To aid cohesion, use the appropriate noun and pronoun choices. • To use a wide range of vocabulary to enhance meaning and effect.
Road Trip USA	Percy Jackson and the Lightning Thief		Writing to inform	Biography – American icons	<ul style="list-style-type: none"> • To aid cohesion, I use the appropriate noun and pronoun choices. • To use simple organisational devices (subheadings, bullet points) • To vary sentence structure by using different openers.
		Native American tales	Writing to entertain	Narrative - own Native American tale	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • To use expanded noun phrases to add specific detail. • To use adverbial phrases

					<ul style="list-style-type: none"> • To use prepositional phrases to express time and effect • To use punctuation to show direct speech • To vary sentence structure by using different openers.
Potions	Alice's Adventures in Wonderland		Writing to entertain	Poetry - nonsense poem	<ul style="list-style-type: none"> • To use expanded noun phrases to add specific detail. • To use adverbial phrases • To use prepositional phrases to express time and effect • To use a wide range of vocabulary to enhance meaning and effect.
			Writing to entertain	Setting description – falling down a rabbit hole and ending up somewhere new	<ul style="list-style-type: none"> • To use expanded noun phrases to add specific detail. • To use adverbial phrases • To use prepositional phrases to express time and effect • To use a wide range of vocabulary to enhance meaning and effect. • To create settings & characters within cohesive plots.
			Writing to inform	Recount – history of medicine	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • To aid cohesion, use the appropriate noun and pronoun choices. • To use prepositions to express time (before, after, during, in, because of) • To use simple organisational devices (subheadings, bullet points)

					<ul style="list-style-type: none"> • To use a wide range of vocabulary to enhance meaning and effect. • To vary sentence structure by using different openers.
Traders and Raiders	How to Train your Dragon	Viking myths Beowulf	Writing to entertain	Myths and legends - write your own	<ul style="list-style-type: none"> • To use fronted adverbials with appropriate punctuation. • To use expanded noun phrases to add specific detail. • To use punctuation to show direct speech • To create settings & characters within cohesive plots. • To use a wide range of vocabulary to enhance meaning and effect.
		Horrible Histories	Writing to persuade	Persuasive text – Saxons vs Vikings - who was more vile? – Horrible History style debate	<ul style="list-style-type: none"> • To aid cohesion, I use the appropriate noun and pronoun choices. • To use a wide range of vocabulary to enhance meaning and effect. • To vary sentence structure by using different openers.

Year Five

Topic and term	Core guided reading text	Supplementary text/resources	Purpose for writing	Writing genre	Writing objectives to be taught
Pharaohs	The Phoenix Code	Egyptian Cinderella	Writing to entertain	Setting and character description	<ul style="list-style-type: none"> • I use pronouns to avoid repetition. • In narratives, I develop the character, setting and atmosphere. • I can use expanded noun phrases to add precise detail in a concise way. • Commas to clarify meaning and avoid ambiguity
			Writing to entertain	Mystery narrative	<ul style="list-style-type: none"> • I use pronouns to avoid repetition. • In narratives, I develop the character, setting and atmosphere. • I can use expanded noun phrases to add precise detail in a concise way. • Commas to clarify meaning and avoid ambiguity • I can use cohesive devices to link ideas across a paragraph • • • • • •

			Writing to inform	Instruction manual for how to work a created portal	<ul style="list-style-type: none"> • Commas to clarify meaning and avoid ambiguity • I show parenthesis using commas and bracket.
Stargazing	Cosmic		Writing to inform	Non-chronological report – place e.g. planets.	<ul style="list-style-type: none"> • Commas to clarify meaning and avoid ambiguity • I use organisational and presentational features. • I can use relative clauses (who, which, where, when, whose).
			Writing to inform (and entertain)	Newspaper report - alien crash landing	<ul style="list-style-type: none"> • I use organisational and presentational features. • I choose different structures of sentences to have impact.
			Writing to entertain	Narrative – space adventure.	<ul style="list-style-type: none"> • I choose different structures of sentences to have impact. • I can use relative clauses (who, which, where, when, whose). • I can use relative clauses (who, which, where, when, whose).
Off with her Head	Treason		Writing to entertain	Poetry – slam poetry on who was the best wife of Henry VIII	<ul style="list-style-type: none"> • I can use coordinating conjunctions • I can use subordinating conjunctions. • I choose different structures of sentences to have impact.
			Writing to persuade	Discuss – were the Tudors really terrible?	<ul style="list-style-type: none"> • I use modal verbs and adverbs to indicate degrees of possibility. • I choose different structures of sentences to have impact. • I can use coordinating conjunctions • I can use subordinating conjunctions.

			Writing to inform	Biography – famous Tudor lives	<ul style="list-style-type: none"> • I can use coordinating conjunctions • I can use subordinating conjunctions. • I use organisational and presentational features.
Scream Machine	The Boy who Swam with Piranhas		Writing to entertain	Narrative -	<ul style="list-style-type: none"> • I choose different structures of sentences to have impact. • I use modal verbs and adverbs to indicate degrees of possibility.
			Writing to discuss	Review of a new fairground ride – create own	<ul style="list-style-type: none"> • I use organisational and presentational features. • I can use coordinating conjunctions • I can use subordinating conjunctions.
Beast Creator	Charlotte's Web		Writing to inform	Life cycles	<ul style="list-style-type: none"> • I show parenthesis using commas and brackets
			Writing to entertain	Fantasy narrative	<ul style="list-style-type: none"> • I choose different structures of sentences to have impact. • I choose different structures of sentences to have impact. • In narratives, I develop the character, setting and atmosphere.

Year Six					
Topic and term	Core guided reading text	Supplementary text/resources	Purpose for writing	Writing genre	Writing objectives to be taught
A Child's War	Goodnight Mister Tom	The Piano short	Writing to entertain	War story – flashback from the piano	<ul style="list-style-type: none"> To use the perfect form of verbs to mark relationships of time and cause. To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. To use a range of devices to build cohesion within and across paragraphs.
		Diary extracts	Writing to inform	Diary – recount events	<ul style="list-style-type: none"> To use passive verbs to affect the presentation of information in a sentence. To use semi-colons, colons or dashes to mark boundaries between independent clauses. To ensure correct subject verb agreement when using singular and plural.
		War Poems	Writing to entertain	War poetry	<ul style="list-style-type: none"> To use commas to clarify meaning or avoid ambiguity. To select appropriate grammar and vocabulary to change and enhance meaning.
Frozen Kingdom	Titanic (My Story): An Edwardian Girl's Diary	Titanic books	Writing to inform	Biography of the life of a passenger on the Titanic	<ul style="list-style-type: none"> To use hyphens to avoid ambiguity. To use semi-colons, colons or dashes to mark boundaries between independent clauses.

					<ul style="list-style-type: none"> To use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.
		Planet Earth Frozen Planet Greta Thunberg	Writing to persuade	Persuasive argument about importance of preventing climate change	<ul style="list-style-type: none"> To recognise vocabulary and structures that are appropriate for formal speech, including the subjunctive. To use a range of devices to build cohesion within and across paragraphs.
Darwin's Delight	The Sky Hawk	Planet Earth video clips	Writing to inform	Non-chronological report – endangered birds of prey in the UK	<ul style="list-style-type: none"> To use modal verbs or adverbs to indicate degrees of possibility. To use passive verbs to affect the presentation of information in a sentence.
			Writing to entertain	Adventure narrative linked to The Sky Hawk and British endangered animals.	<ul style="list-style-type: none"> To use brackets, dashes or commas to indicate parenthesis. To describe settings, characters and atmosphere and integrate dialogue to convey character and advance action.
ID	Pig Heart Boy		Writing to entertain	Narrative – new identity (Big, Freaky Friday)	<ul style="list-style-type: none"> To describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. To use a range of devices to build cohesion within and across paragraphs. To ensure consistent and correct tense throughout writing.
			Writing to discuss	Transplants?	<ul style="list-style-type: none"> To use a colon to introduce a list. To punctuate bullet points consistently. To use organisational and presentational devices to structure texts.

Gallery Rebels	Under the Egg	Katie & the Starry Night	Writing to entertain	Narrative in response to a piece of artwork	<ul style="list-style-type: none"> • To ensure consistent and correct tense throughout writing. • To describe settings, characters and atmosphere and integrate dialogue to convey character and advance action.
			Writing to entertain	Poetry from abstract painting	<ul style="list-style-type: none"> • To describe settings, characters and atmosphere and integrate dialogue to convey character and advance action.
¡Hola Mexico!	Holes		Writing to entertain	Mexican legend	<ul style="list-style-type: none"> • To describe settings, characters and atmosphere and integrate dialogue to convey character and advance action. • To ensure consistent and correct tense throughout writing.
			Writing to entertain	Free verse poetry to perform	<ul style="list-style-type: none"> • To use organisational and presentational devices to structure texts. • To use a range of devices to build cohesion within and across paragraphs.