

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Inform (15 steps) Entertain (10-12 steps)	Entertain (5 steps) Entertain (15 steps) Inform (10 steps)	Persuade (10 steps) Inform (15 steps)	Entertain (10 steps) Entertain (15 steps) Entertain (5 steps)	Inform (10 steps) Persuade (15 steps)	Entertain (10 steps) Discuss (10 steps) Entertain (15 steps)
Written Outcomes	Range of genres (whole-school unit)* Non-chronological report Descriptive Scene	Poetry (cinquains) Narrative Biography	Persuasive letters Non-Chronological Report	Descriptive Recount Narrative Poetry (free verse/ rap)	Explanation Advertising Campaign	Poetry (free verse) Reviews Narrative (description)
NC: Composition (planning, drafting, editing and proof-reading)	- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - note and develop initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed - select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action - precising longer passages - use a wide range of devices to build cohesion within and across paragraphs - use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] - assess the effectiveness of their own and others' writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proof-read for spelling and punctuation errors - perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					
NC: Sentence level	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]					
	Y4: Fronted adverbials [for example, Later that day, I heard the bad news.]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Brackets to indicate parenthesis Dialogue punctuation	Brackets or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Dialogue punctuation	Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must) Use of commas to clarify meaning or avoid ambiguity Y6: Use of a colon to introduce a list	Y6: using a colon to mark boundaries between independent clauses Y6: Use ellipsis as a cohesive device to link ideas across paragraphs	Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Use of commas to clarify meaning or avoid ambiguity Y6: Use of a colon to introduce a list
NC: Grammar Terminology	bracket, parenthesis <u>Review:</u> noun phrases, fronted adverbials, subordinate clause	cohesion, relative clause, relative pronoun, <u>Review:</u> comma	bracket, comma, colon parenthesis, relative clause, relative pronoun, cohesion, ambiguity modal verb, adverb	ellipsis, colon, cohesion	bracket, comma, dash, parenthesis, modal verb adverb colon	review terminology from across the year
NC: Spelling	Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology					
NC: Handwriting	Discrete handwriting lessons. See ' Handwriting Progression Toolkit '. Application in writing lessons: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task					

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	- Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) - Use figurative language such as simile, metaphor & personification to create mood and atmosphere			- Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading - Modal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative		
Writing to Inform Language Choices 	Diagrams show the reader more details about the important parts of what they are finding out about (Y2) - Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) - When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) - Might include quotes from people to provide more information and add interest for the reader (Y3/4) - Use of brackets can add extra information or an explanation (parenthesis) for the reader			- Use bullet points to convey information precisely Underline important words or phrases that you want to draw reader's attention to		
Writing to Persuade Language Choices 				- Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) - Use facts to support opinions to make the reader take the writing more seriously (Y3) - Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) - Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) - Include anecdotes to support and provide evidence for the point you are trying to make (Y4) - Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) - Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention - Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act		
Writing to Discuss Language Choices 				Writing to discuss is introduced in Summer 2 - Very clear points of view presented to show either side of a debate, discussion or argument - Obvious signposts to the reader to signal when they will be encountering a different viewpoint Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...)		

Formality choices	• Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices					
Genre Features	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	Poetry: Specific structures of poems can include cinquains, which has five lines and a specific number of syllables in each line: <u>Line 1:</u> 2 syllables; <u>Line 2:</u> 4 syllables; <u>Line 3:</u> 6 syllables; <u>Line 4:</u> 8 syllables; <u>Line 5:</u> 2 syllables Meter is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables. Narrative: Story endings can end with a reference to the beginning of the story (feels cyclical) Biography: Details of key events in a person's life, written in chronological order Includes several facts to provide the reader with real information about the person Written in third person narrative	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter Non-Chronological Report: See Aut 1 and include: Contents page to show the reader the content of the text and direct them to specific information Boxes with extra information to break up the page layout and add detail or interest for the reader	Narrative: Story openings usually open with either: action, dialogue or description of setting or character Story endings can end with a moral message, happy ending, surprise or cliff-hanger Poetry: Use of assonance to link to sounds within words and create rhythm	Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow Advertisement: Includes a catchy title or slogan to capture the reader's attention Usually includes bright visuals and images of the product being advertised May include a price or specific features of the product, with reasons for the reader needing it	Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm. Reviews: Vary in tone and formality, depending on the intended audience. Provide a balance of the positive and negative elements of the product or experience being reviewed Professional reviews should be unbiased, without opinion unrelated to facts or evidence Often conclude with a rating or score, on reflection of whether the positive or negative elements either balance or outweigh each other Narrative: See Aut 2 and Spr 2 objectives

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place	Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i>	Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i>	Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description
Word level Including punctuation	Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) Review dialogue punctuation	Remove unnecessary adjectives and adverbs for more precise nouns and verbs Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily	Brackets and commas for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause Colons can direct your reader to pay attention to what's next, set up longer list of items	Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue Colons can set up a surprise or dramatic pause	Brackets, commas and dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause Colons can direct your reader to pay attention to what's next, set up longer list of items	Colons can set up a surprise or dramatic pause and/ or direct your reader to pay attention to what's next, set up longer list of items Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily

YEAR 5																			
Autumn										Spring					Summer				
Core pathway																			
	Non-Chronological Report	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Non-Chronological Report	Descriptive recount	Narrative: Mystery and Suspense	Poetry: Assonance	Explanation	Advertising campaign	Poetry: Free verse	Reviews	Narrative				
Alternative pathway		Description		Narrative			Non-Chronological Report	Descriptive recount					Poetry: Free verse						
	15 steps	10-12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps				
55-57 steps (approx. 11-12 weeks)						55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)								

Core pathway

Alternative pathway