



# Pathways to Write

## Unit Overviews: EYFS to Year 6

| Year group | Autumn term   |   | Spring term   |  | Summer term  |   |
|------------|---|---|---|--|--|---|
|            | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
| EYFS       | <b>The gingerbread man by Mara Alperin</b><br><b>Outcome</b> - Oral retelling & draw images, write labels     | <b>Animals/dinosaurs I'm going to eat this ant by Chris Naylor-Ballesteros</b><br><b>Outcome</b> - A list of food items | <b>Naughty Bus by Jan Oke</b><br><b>Outcome</b> - Recount of where Naughty Bus has been                   | <b>The Journey Home by Emma Levey</b><br><b>Outcome</b> - Retell/rewrite of the story  | <b>Silly Doggy by Adam Stower</b><br><b>Outcome</b> - Retell/rewrite of the story  | <b>Supertato by Sue Hendra</b><br><b>Outcome</b> - A wanted poster with a character description                                   |
| 1          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|            | <b>Lost and Found by Oliver Jeffers</b><br><b>Outcome</b> - Fiction: story based on the structure of the text | <b>Nibbles by Emma Yarlett</b><br><b>Outcome</b> - Recount: diary   | <b>Lion Inside by Rachel Bright</b><br><b>Outcome</b> - Fiction: story based on the structure of the text | <b>The curious case of the missing mammoth by Ellie Hattie</b><br><b>Outcome</b> - Fiction: story based on the structure of the text | <b>Toys in Space by Mini Grey</b><br><b>Outcome</b> - Fiction: story based on the structure of the text                                      | <b>Goldilocks and Just the one bear by Leigh Hodgkinson</b><br><b>Outcome</b> - Fiction: story based on the structure of the text |
| 2          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|            | <b>Troll Swap by Leigh Hodgkinson</b><br><b>Outcome</b> - Fiction: focus on characters                        | <b>The Owl who was afraid of the dark by Jill Tomlinson</b><br><b>Outcome</b> - Non-chronological report                | <b>Dragon Machine by Helen Ward</b><br><b>Outcome</b> - Fiction: adventure focus                          | <b>Major Glad, Major Dizzy by Jan Oke</b><br><b>Outcome</b> - Recount: diary entry   | <b>The Last Wolf by Mini Grey</b><br><b>Outcome</b> - Letter: letter in role   | <b>Grandad's Secret Giant by David Litchfield</b><br><b>Outcome</b> - Fiction: moral focus  |
| 3          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|            | <b>Seal Surfer by Michael Foreman</b><br><b>Outcome</b> - Recount: letter in role                             | <b>Winter's Child by Graham Baker-Smith</b><br><b>Outcome</b> - Fiction: fantasy  | <b>Big blue whale by Nicola Davies</b><br><b>Outcome</b> - Persuasion: leaflet                            | <b>Escape from Pompeii by Christina Balit</b><br><b>Outcome</b> - Fiction: historical narrative                                      | <b>Snow Dragon by Vivian French / Stone Age Boy by Satoshi Kitamura</b><br><b>Outcome</b> - Non-chronological report                         | <b>Journey by Aaron Becker</b><br><b>Outcome</b> - Fiction: adventure story   |
| 4          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|            | <b>Gorilla by Anthony Browne</b><br><b>Outcome</b> - Fiction: fantasy story                                   | <b>Leon and the place between by Graham Baker-Smith</b><br><b>Outcome</b> - Recount: diary                              | <b>Zeraffa Giraffa by Dianne Hofmeyr</b><br><b>Outcome</b> - Persuasion: leaflet                          | <b>When the Giant stirred by Celia Godkin</b><br><b>Outcome</b> - Fiction: adventure story from POV of the boy                       | <b>Where the Forest Meets the Sea by Jeannie Baker / Rainforests in 30 seconds by Jen Green</b><br><b>Outcome</b> - Non-chronological report | <b>Blue John by Berlie Doherty</b><br><b>Outcome</b> - Letters & Explanation  |
| 5          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|            | <b>Queen of the falls by Chris Van Allsburg</b><br><b>Outcome</b> - Recount: series of diaries                | <b>The Lost Happy Endings by Carol Ann Duffy</b><br><b>Outcome</b> - Fiction: traditional tale                          | <b>The Hunter by Paul Geraghty</b><br><b>Outcome</b> - Fiction: journey story                             | <b>The Darkest Dark by Chris Hadfield</b><br><b>Outcome</b> - Recount: biography   | <b>The Paperbag Prince by Colin Thompson</b><br><b>Outcome</b> - Persuasion/information: Hybrid leaflet                                      | <b>Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans)</b><br><b>Outcome</b> - Fiction: myth                     |
| 6          | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|            | <b>Star of Hope, Star of Fear by Jo Hoestlandt</b><br><b>Outcome</b> - Flashback story & Information text     | <b>Can we save the tiger? by Martin Jenkins</b><br><b>Outcome</b> - Hybrid text - information and explanation           | <b>Selfish Giant by Oscar Wilde and Ritva Voutila</b><br><b>Outcome</b> - Classic fiction & Explanation   | <b>Jemmy Button by Alix Barzelay</b><br><b>The Island by Jason Chin</b><br><b>Outcome</b> - Journalistic & Discussion                | <b>Manfish by Jennifer Berne</b><br><b>Outcome</b> - Narrative & Biography   | <b>Transition unit</b><br><br><b>Outcome</b>  |

|   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---|---|---|---|---|---|--|
| EYFS  | <b>The gingerbread man by Mara Alperin</b><br>Biscuit bear by Mini Grey<br>Rosie's Walk by Pat Hutchins<br>A great big cuddle by Michael Rosen  | <b>I'm going to eat this ant by Chris Naylor-Ballesteros</b><br>Flashlight by Lizi Boyd<br>Guess who's in the trees by Camilla Bedoyere<br>A great big cuddle by Michael Rosen  | <b>Naughty Bus by Jan Oke</b><br>On the road with Mavis and Marge by Niamh Sharkey<br>You can't take an elephant on the bus by Patricia Cleveland Peck<br>The train ride by June Crebbin  | <b>The Journey Home by Emma Levey</b><br>Hattie Peck by Emma Levey<br>Home by Carson Ellis<br>The way back home by Oliver Jeffers   | <b>Silly Doggy by Adam Stower</b><br>A great big cuddle by Michael Rosen<br>Naughty Kitty by Adam Stower<br>Hairy Maclary by Linley Dodd  | <b>Supertato by Sue Hendra</b><br>Even superheroes have bad days by Shelley Becker<br>Super duck by Jez Alborough<br>Supertato series  |
|   | <b>Outcome</b><br>Oral retelling of story<br>Draw images and write labels to represent the story  | <b>Outcome</b><br>A list of food items for another animal   | <b>Outcome</b><br>Recount of where Naughty Bus has been   | <b>Outcome</b><br>Retell/rewrite of the story   | <b>Outcome</b><br>Retell/rewrite of the story   | <b>Outcome</b><br>A wanted poster for Evil Pea with a character description  |
|   | Development matters 40-60 months  | Development matters 40-60 months  | Development matters 40-60 months/ELG  | ELG   | ELG   | ELG – supporting transition into Year 1  |
|   | <b>Writing</b> <ul style="list-style-type: none"> <li>Marks being used to represent meaning</li> <li>Begin to use identifiable letters when mark making</li> <li>Hear initial sounds</li> <li>Begin to write labels</li> </ul>  | <b>Writing</b> <ul style="list-style-type: none"> <li>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>Begin to break speech into words</li> <li>Write labels and captions</li> <li>Write CVC words</li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Write labels and captions</li> <li>Break speech into words</li> <li>Begin to write a simple sentence (using CVC words)</li> <li>Begin to write words with digraphs</li> </ul>   | <b>Writing</b> <ul style="list-style-type: none"> <li>Write simple sentences (in meaningful contexts)</li> <li>Use phonic knowledge to write words in ways that match spoken sounds</li> <li>Apply taught digraphs into writing</li> </ul>  | <b>Writing</b> <ul style="list-style-type: none"> <li>Write simple sentences</li> <li>Use phonic knowledge to write words in ways that match spoken sounds</li> <li>Spell some common irregular words</li> <li>Apply taught digraphs and trigraphs into writing</li> <li>Begin to write words with adjacent consonants</li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Write simple sentences applying taught phonic sounds</li> <li>Write phonetically plausible words</li> <li>Spell some common irregular words</li> <li>Use key features of narrative in own writing (EXC)</li> <li>Have an awareness of a capital letter and full stop when writing a simple sentence</li> </ul> |
| <b>Reading</b> <ul style="list-style-type: none"> <li>Hear and say initial sound in words</li> <li>Link sounds to letters</li> <li>Use vocabulary and forms of speech that are increasingly influenced by experiences of books</li> </ul> | <b>Reading</b> <ul style="list-style-type: none"> <li>Hear and say the initial sound in words</li> <li>Segment the sounds in simple words and blend them together</li> <li>Link sounds to letters</li> <li>Begin to read words</li> <li>Enjoy an increasing range of books</li> </ul> | <b>Reading</b> <ul style="list-style-type: none"> <li>Begin to read simple sentences</li> <li>Know the sounds for all the letters of the alphabet</li> <li>Know the sounds of some digraphs</li> </ul>  | <b>Reading</b> <ul style="list-style-type: none"> <li>Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>Read and understand simple sentences</li> <li>Demonstrate understanding when talking to others about what has been read to them</li> </ul> | <b>Reading</b> <ul style="list-style-type: none"> <li>Demonstrate understanding when talking to others about what they have read</li> <li>Read some common irregular words</li> <li>Read and understand simple sentences</li> <li>Use phonic knowledge to decode regular words and read them aloud</li> </ul> | <b>Reading</b> <ul style="list-style-type: none"> <li>Read own written simple sentences out loud</li> <li>Read and understand simple sentences with all taught graphemes</li> <li>Read words with adjacent consonants</li> </ul>  |  |

|  |  |  |  |   |   |  |
|--|--|--|--|---|---|--|
|  |  |  |  |   | accurately<br>• <i>Read words with adjacent consonants</i>  |  |
|  | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play</li> <li>• Introduce a storyline or narrative into play</li> <li>• Extend vocabulary, exploring the meaning and sounds of new words</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Use language to imagine and recreate roles and experiences in play situations</li> <li>• Introduce a storyline or narrative into play</li> <li>• Explore the meaning and sounds of new words</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Maintain attention, concentrates and sit quietly during appropriate activity</li> <li>• Answer how and why questions in response to stories</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Listen and respond to ideas expressed by others in conversation or discussion</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Develop narratives and explanations by connecting ideas or event.</li> <li>• Listen to stories, responding with relevant comments, questions or actions</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Develop narratives and explanations by connecting ideas or events</li> <li>• Answer how and why questions in response to stories</li> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>• Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>• Express themselves effectively when speaking</li> <li>• Develop narratives and explanations by connecting ideas or events</li> <li>• Answer how and why questions in response to stories</li> <li>• Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> </ul> |

| 1 | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|---|---|--|---|--|--|
|   | <p><b>Lost and Found by Oliver Jeffers</b><br/>Salina Yoon's Penguin stories<br/>Be brave little penguin by Giles Andreae<br/>The Emperor's egg by Martin Jenkins<br/>The penguin who wanted to find out by Jill Tomlinson</p>      | <p><b>Nibbles by Emma Yarlett</b><br/>Goldilocks and the three bears by Emma Chichester Clark<br/>Little Red Riding Hood and Jack and the Beanstalk texts<br/>The Gruffalo by Julia Donaldson<br/>Where the wild things are by Maurice Sendak</p> | <p><b>The Lion Inside by Rachel Bright</b><br/>How to be a lion by Ed Vere<br/>The tiger who came to tea by Judith Kerr<br/>Mog the forgetful cat by Judith Kerr</p> | <p><b>The Curious Case of the Missing Mammoth by Ellie Hattie</b><br/>Lost in the toy museum by David Lucas<br/>Woolly Mammoth by Mick Manning<br/>How to wash a woolly mammoth by Michelle Robinson and Kate Hindley</p> | <p><b>Toys in Space by Mini Grey</b><br/>Space Dog by Mini Grey<br/>It was a dark and stormy night by Janet and Allan Ahlberg<br/>One true bear by Ted Dewan</p>   | <p><b>Goldilocks and just the one bear by Leigh Hodgkinson</b><br/>Old bear stories by Jane Hissey<br/>Dogger by Shirley Hughes<br/>Scaredy bear by Steve Smallman</p>   |
|   | <p><b>Outcome</b><br/>Fiction: story based on the structure of <i>Lost and Found</i><br/><b>Greater Depth</b><br/>Change the setting of the story</p>   | <p><b>Outcome</b><br/>Recount: diary<br/><b>Greater Depth</b><br/>Add in further details about other characters' feelings</p>   | <p><b>Outcome</b><br/>Fiction: story based on the structure of <i>The Lion Inside</i>.<br/><b>Greater Depth</b><br/>Change both animals in the story.</p>            | <p><b>Outcome</b><br/>Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i>.<br/><b>Greater Depth</b><br/>Change the setting of the story.</p>  | <p><b>Outcome</b><br/>Fiction: story based on the structure of <i>Toys in Space</i>.<br/>Extension: Instructions<br/><b>Greater Depth</b><br/>Choose their own toy to write about and change the space creature.</p> | <p><b>Outcome</b><br/>Fiction: story based on the structure of <i>Goldilocks and just the one bear</i>.<br/>Extension: Non-chronological report<br/><b>Greater Depth</b><br/>Change the animal and the setting</p> |
|   | <p><b>Sentence</b><br/>Combine words to make sentences<br/>Write sentences</p>  | <p><b>Sentence</b><br/>Join words using and</p>   | <p><b>Sentence</b><br/>Join words and clauses using and<br/>Sequence sentences to form short narratives</p>  | <p><b>Sentence</b><br/>Join words and clauses using and<br/>Sequence sentences to form short narratives</p>   | <p><b>Sentence</b><br/>Join words and clauses using and</p>  | <p><b>Sentence</b><br/>Join words and clauses using and</p>  |
|   | <p><b>Text</b><br/>Compose a sentence orally before writing it</p>  | <p><b>Text</b><br/>Use plural noun suffixes -s and -es<br/>Sequence sentences to form short narratives (link ideas or events by pronoun)</p>  | <p><b>Text</b><br/>Add suffixes to verbs where no change is needed to the root</p>   | <p><b>Text</b><br/>Add suffixes to verbs where no change is needed to the root</p>  | <p><b>Text</b><br/>Add suffixes to verbs where no change is needed to the root<br/>Change the meaning of verbs and adjectives by adding prefix un-</p>   | <p><b>Text</b><br/>Use simple description<br/>Sequence narrative accurately</p>  |
|   | <p><b>Punctuation</b><br/>Leave spaces between words<br/>Punctuate sentences using a capital letter and a full stop<br/>Use a capital letter for names of people and the personal pronoun 'I'</p>                                   | <p><b>Punctuation</b><br/>Punctuate sentences using a capital letter and a full stop</p>  | <p><b>Punctuation</b><br/>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>  | <p><b>Punctuation</b><br/>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>   | <p><b>Punctuation</b><br/>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p>  | <p><b>Punctuation</b><br/>Use a capital letter for places and days of the week<br/>Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p>                                    |
|   | <p><b>Word</b> Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills:<br/>Spell words containing each of the 40+ phonemes already taught<br/>Spell common exception words</p> |   |  |   |  |  |

| 2  | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|--|---|--|---|---|--|
|  | <b>Troll Swap by Leigh Hodgkinson</b><br>Trolls go home by Alan MacDonald  | <b>The Owl who was afraid of the dark by Jill Tomlinson</b> (picture book)<br>The Owl who was afraid of the dark by Jill Tomlinson (chapter book)       | <b>Dragon Machine by Helen Ward</b><br>The Dragonsitter series by Josh Lacey   | <b>Major Glad, Major Dizzy by Jan Oke</b><br>Naughty Amelia Jane by Enid Blyton   | <b>The Last Wolf by Mini Grey</b><br>Fantastic Mr. Fox by Roald Dahl  | <b>Grandad's Secret Giant by David Litchfield</b><br>The BFG by Roald Dahl   |
|  | <b>Outcome</b><br>Fiction: story with focus on characters<br><b>Greater Depth</b><br>Story about two independently invented contrasting characters who swap places | <b>Outcome</b><br>Non-chronological report: report about owls<br><b>Greater Depth</b><br>Alter the layout to include own subheadings and extra features | <b>Outcome</b><br>Fiction: story with adventure focus<br>Extension: Instructions<br><b>Greater Depth</b><br>Story written in 1 <sup>st</sup> person  | <b>Outcome</b><br>Recount: diary entry from point of view of a toy<br><b>Greater Depth</b><br>Recount: diary entry from point of view of one of the children  | <b>Outcome</b><br>Letter: letter in role as the character persuading to save the trees<br><b>Greater Depth</b><br>Real life letter to specific audience e.g. local MP | <b>Outcome</b><br>Fiction: story with moral focus<br><b>Greater Depth</b><br>Story from the point of view of the giant   |
|  | <b>Sentence</b><br>Use subordination (because) and co-ordination (and)<br>Write expanded noun phrases to describe and specify                                      | <b>Sentence</b><br>Use co-ordination (but, or)<br>Add -ly to turn adjectives into adverbs   | <b>Sentence</b><br>Write sentences with different forms: statement, question, exclamation, command<br>Use subordination (apply <i>because</i> , introduce <i>when</i> )<br>Use present and past tenses correctly and consistently (some progressive) | <b>Sentence</b><br>Use present and past tenses correctly and consistently<br>Use the progressive form of verbs in the present and past tense<br>Use subordination (apply <i>because, when</i> ; introduce <i>that</i> ) | <b>Sentence</b><br>Use subordination (if, that)<br>Add -er and -est to adjectives<br>Use homophones and near homophones   | <b>Sentence</b><br>Use present and past tenses correctly and consistently including the progressive form<br>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)<br>Write expanded noun phrases to describe and specify<br>Add suffixes to spell longer words e.g. -ment, -ful |
|  | <b>Text</b><br>Plan or say out loud what is going to be written about  | <b>Text</b><br>Write for different purposes   | <b>Text</b><br>Read aloud with intonation  | <b>Text</b><br>Write down ideas, key words, new vocabulary  | <b>Text</b><br>Write down ideas, key words, new vocabulary  | <b>Text</b><br>Make simple additions, revisions and corrections  |
|  | <b>Punctuation</b><br>Use punctuation correctly - full stops, capital letters  | <b>Punctuation</b><br>Use commas to separate items in a list  | <b>Punctuation</b><br>Use punctuation correctly - exclamation marks, question marks  | <b>Punctuation</b><br>Use punctuation correctly - apostrophes for the possessive (singular)   | <b>Punctuation</b><br>Use punctuation correctly – apostrophes for contracted forms  | <b>Punctuation</b><br>Proof-read to check for errors in spelling, grammar and punctuation  |
| <b>Word</b> Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills:<br>Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes<br>Spell common exception words. |  |   |  |   |   |  |

| 3 | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|---|--|---|---|---|---|
|   | <b>Seal Surfer by Michael Foreman</b><br>Dancing Bear by Michael Morpurgo   | <b>Winter's Child by Angela McAllister</b><br>Ice Palace by Robert Swindells   | <b>Big Blue Whale by Nicola Davies</b><br>This morning I met a whale by Michael Morurgo   | <b>Escape From Pompeii by Christina Balit</b><br>Pompeii: A Roman Girl's Diary by Sue Reid  | <b>Stone Age Boy by Satoshi Kitamura</b><br><b>Snowdragon by Vivien French</b><br>Firefall the school for dragons by Sophie Quay-Clark                              | <b>Journey by Aaron Becker</b><br>Tilly Mint Tales by Berlie Doherty  |
|   | <b>Outcome</b><br>Recount: letter in role<br><b>Greater Depth</b><br>Write a letter from Grandad in response to one of his grandson's letters | <b>Outcome</b><br>Fiction: fantasy story based on a fable<br><b>Greater Depth</b><br>Narrative from a different POV                  | <b>Outcome</b><br>Persuasion: leaflet persuading for the protection of the blue whale<br><b>Greater Depth</b><br>Include a fact file about endangered sea creatures | <b>Outcome</b><br>Fiction: historical narrative from character's point of view<br><b>Greater Depth</b><br>Write from the POV of the captain   | <b>Outcome</b><br>Non-chronological report: write about a particular species of dragon<br><b>Greater Depth</b><br>Non-chronological report about an invented dragon | <b>Outcome</b><br>Fiction: adventure story based on Journey using the language of Berlie Doherty<br><b>Greater Depth</b><br>Include a new setting route to lead from one place into another   |
|   | <b>Sentence</b><br>Use prepositions to express time, place and cause.   | <b>Sentence</b><br>Use conjunctions to express, time, place and cause<br>Use adverbs to express time                                 | <b>Sentence</b><br>Build an increasing range of sentence structures<br>Use adverbs to express time, place and <b>cause</b>  | <b>Sentence</b><br>Use the present perfect form of verbs in contrast to the past tense  | <b>Sentence</b><br>Form nouns with a range of prefixes  | <b>Sentence</b><br>Use the present perfect form of verbs in contrast to the past tense<br>Use prepositions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content) |
|   | <b>Text</b><br>Group related ideas into paragraphs  | <b>Text</b><br>Create characters, settings and plot in narrative<br>Propose changes to grammar and vocabulary to improve consistency | <b>Text</b><br>Assess the effectiveness of own and others' writing (non-fiction)  | <b>Text</b><br>Asses the effectiveness of own and others' writing (fiction)<br>Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage) | <b>Text</b><br>Use paragraphs to organise information<br>Use headings and subheadings   | <b>Text</b><br>Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)   |
|   | <b>Punctuation</b><br>Use inverted commas to punctuate direct speech (introduction)   | <b>Punctuation</b>   | <b>Punctuation</b><br>Proof-read for spelling and punctuation errors prior to publishing for a key audience   | <b>Punctuation</b><br>Use inverted commas to punctuate direct speech (and to show relationship between two characters)  | <b>Punctuation</b><br>Full range of punctuation taught at Y2  | <b>Punctuation</b><br>Use inverted commas to punctuate direct speech  |

| 4 | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|---|---|--|---|--|--|
|   | <b>Gorilla by Anthony Browne</b><br>The One and Only Ivan by Katherine Applegate  | <b>Leon and the place between by Graham Baker-Smith</b><br>The Nowhere Emporium by Ross Mackenzie   | <b>Zeraffa Giraffa by Dianne Hofmeyr</b><br>White giraffe by Lauren St John  | <b>When the Giant stirred by Celia Godkin</b><br>Journey to the Centre of the Earth Usborne Young Reader                | <b>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 Seconds by Jen Green</b><br>Journey to the River Sea by Eva Ibbotson                                | <b>Blue John by Berlie Doherty</b><br>Clockwork by Phillip Pullman or alternative Berlie Doherty novel   |
|   | <b>Outcome</b><br>Fiction: fantasy story<br><b>Greater Depth</b><br>Re-tell the story from dad's viewpoint or include speech              | <b>Outcome</b><br>Recount /diary<br><b>Greater Depth</b><br>Recount /diary from a different POV   | <b>Outcome</b><br>Persuasion: tourism leaflet for Paris/Egypt<br><b>Greater Depth</b><br>Include a section of a researched Paris landmark  | <b>Outcome</b><br>Fiction: adventure story from POV of the boy<br><b>Greater Depth</b><br>Write from the POV of the God | <b>Outcome</b><br>Non-chronological report<br><b>Greater Depth</b><br>Write information text to go into a museum as written by a native of the rainforest                      | <b>Outcome</b><br>Letters<br>Explanation – about cave formation for 2/3 days<br><b>Greater Depth</b><br>Use explanation with an element of persuasion  |
|   | <b>Sentence</b><br>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases<br>Use fronted adverbials | <b>Sentence</b><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although | <b>Sentence</b><br>Build an increasing range of sentence structures<br>Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)                                      | <b>Sentence</b><br>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases         | <b>Sentence</b><br>Build a varied and rich vocabulary<br>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | <b>Sentence</b><br>Enhance the effectiveness of writing through: Building a varied and rich vocabulary and an increasing range of sentence structures<br>Variety of verb forms used correctly and consistently |
|   | <b>Text</b><br>Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures)            | <b>Text</b><br>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)<br>Build a rich and varied vocabulary   | <b>Text</b><br>In non-narrative material, use simple organisational devices including headings and sub headings to aid presentation  | <b>Text</b><br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition                  | <b>Text</b><br>Use paragraphs to organise information and ideas around a theme   | <b>Text</b><br>In narratives, create <b>settings</b> , characters and plot   |
|   | <b>Punctuation</b><br>Use commas after fronted adverbials   | <b>Punctuation</b><br>Use inverted commas and other punctuation to punctuate direct speech  | <b>Punctuation</b><br>Use Y2 punctuation correctly – capital letters for names and places, exclamation marks, question marks- (this is to ensure consolidation of basic skills whilst pupils continue to master autumn term punctuation) | <b>Punctuation</b><br>Use and punctuate direct speech<br>Use commas after fronted adverbials                            | <b>Punctuation</b><br>Indicate possession by using the possessive apostrophe with plural nouns. Revise Y2 singular   | <b>Punctuation</b><br>The grammatical difference between plural and possessive s<br>Correct use of all punctuation taught so far   |



| 5 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|--|--|---|---|---|---|
|   | <b>Queen of the falls by Chris Van Allsburg</b><br><i>Goodnight Stories for Rebel Girls by Elena Favilli</i>                 | <b>The Lost Happy Endings by Carol Ann Duffy</b><br><i>Hansel and Gretel by Neil Gaiman</i>                                  | <b>The Hunter by Paul Geraghty</b><br><i>The child's elephant by Rachel Campbell-Johnston</i>   | <b>The Darkest Dark</b><br><i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i>                                 | <b>The Paperbag Prince by Colin Thompson</b><br><i>The Last Wild by Piers Torday</i>  | <b>Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans)</b><br><i>The Adventures of Odysseus by Hugh Lupton</i>                   |
|   | <b>Outcome</b><br>Recount: series of diaries<br><b>Greater Depth</b><br>Series of diaries with viewpoint of other characters | <b>Outcome</b><br>Fiction: traditional tale<br><b>Greater Depth</b><br>Traditional tale from another character's POV         | <b>Outcome</b><br>Fiction: journey story<br><b>Greater Depth</b><br>Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film | <b>Outcome</b><br>Recount: biography<br><b>Greater Depth</b><br>A first-person recount with an experience from the person's life within the biography | <b>Outcome</b><br>Persuasion/information: Hybrid leaflet<br><b>Greater Depth</b><br>Write an oral presentation for a TV or online broadcast as expert | <b>Outcome</b><br>Fiction: myth<br>Create heroes, villains and monsters<br><b>Greater Depth</b><br>Vary the viewpoint from which the myth is told |
|   | <b>Sentence</b><br>Use fronted adverbials  | <b>Sentence</b><br>Use expanded noun phrases to convey complicated information concisely                                     | <b>Sentence</b><br>Relative clauses to add detail and description<br>Use adverbs to indicate degrees of possibility   | <b>Sentence</b><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)                                | <b>Sentence</b><br>Use modal verbs to indicate degrees of possibility<br>Select appropriate grammar and vocabulary                                    | <b>Sentence</b><br>Use expanded noun phrases to convey complicated information concisely<br>Relative clauses to add detail and description        |
|   | <b>Text</b><br>Plan writing by identifying audience and purpose<br>Organise paragraphs around a theme                        | <b>Text</b><br>Describe settings, characters and atmosphere<br>Integrate dialogue to convey character and advance the action | <b>Text</b><br>Link ideas across paragraphs using adverbials  | <b>Text</b><br>Link ideas across paragraphs using adverbials  | <b>Text</b><br>Use devices to build cohesion within a paragraph<br>Choose the appropriate register  | <b>Text</b><br>Use a wide range of devices to build cohesion  |
|   | <b>Punctuation</b><br>Commas after fronted adverbials (Y4)<br>Commas to clarify meaning and avoid ambiguity                  | <b>Punctuation</b><br>Use of inverted commas and other punctuation to punctuate direct speech (Y4)                           | <b>Punctuation</b>  | <b>Punctuation</b><br>Use brackets, dashes or commas to indicate parenthesis  | <b>Punctuation</b><br>Use brackets, dashes or commas to indicate parenthesis  | <b>Punctuation</b><br>Commas to clarify meaning and avoid ambiguity   |

| 6 | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---|---|--|---|--|---|---|
|   | <p><b>Star of Hope, Star of Fear</b> by Jo Hoestlandt<br/><i>An Eagle in the snow</i> by Michael Morpurgo</p>   | <p><b>Can we save the tiger?</b> by Martin Jenkins<br/><i>Jungle Book</i> by Rudyard Kipling</p>   | <p><b>Selfish Giant</b> by Oscar Wilde<br/><i>Gulliver's Travels retold</i> by Martin Jenkins, illustrated by Chris Riddell</p>                 | <p><b>Jemmy Button</b> by Alix Barzelay<br/><b>The Island</b> by Jason Chin<br/><i>The Explorer</i> by Katherine Rundell</p> | <p><b>Manfish</b> by Jennifer Berne<br/><i>Dolphin Song</i> by Lauren St John or <i>20,000 leagues under the sea</i> (either original by Jules Verne or abridged version by Classic starts)</p> | <p><b>Transition Unit</b><br/><i>The Unforgotten Coat</i> by Frank Cottrell Boyce</p>                                     |
|   | <p><b>Outcome</b><br/>Flashback story<br/>Information text<br/><b>Greater Depth</b><br/>To write a narrative with a flashback</p>   | <p><b>Outcome</b><br/>Hybrid text - information and explanation<br/><b>Greater Depth</b><br/>Write a Newsround TV style story</p>                                  | <p><b>Outcome</b><br/>Classic fiction<br/>Explanation<br/><b>Greater Depth</b><br/>Write the narrative from a different viewpoint</p>           | <p><b>Outcome</b><br/>Journalistic<br/>Discussion<br/><b>Greater Depth</b><br/>Write a magazine article/hybrid text</p>      | <p><b>Outcome</b><br/>Narrative<br/>Biography<br/><b>Greater Depth</b><br/>Add in a script commentary about role in conservation debate</p>   | <p><b>Outcome</b><br/><br/><b>Greater Depth</b></p>   |
|   | <p><b>Sentence</b><br/>Use expanded noun phrases to convey complicated information concisely (Y5)<br/><br/>Use passive verbs</p>  | <p><b>Sentence</b><br/>Use modal verbs or adverbs to indicate degrees of possibility<br/>Use expanded noun phrases to convey complicated information concisely</p> | <p><b>Sentence</b><br/>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms<br/>Use passive verbs</p> | <p><b>Sentence</b><br/>Use passive verbs<br/>Use consistent and correct tense<br/>Use the perfect form of verbs</p>          | <p><b>Sentence</b><br/>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p>   | <p><b>Sentence</b><br/>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> |
|   | <p><b>Text</b><br/>Link ideas across paragraphs using a wider range of cohesive devices (recap from Y5)<br/>Integrate dialogue to convey character and advance the action</p> | <p><b>Text</b><br/>Select appropriate grammar and vocabulary</p>   | <p><b>Text</b><br/>Distinguish between the language of speech and writing<br/>Integrate dialogue to convey character and advance the action</p> | <p><b>Text</b><br/>Use a wide range of devices to build cohesion<br/>Use layout devices</p>                                  | <p><b>Text</b><br/>Use a wide range of devices to build cohesion</p>  | <p><b>Text</b><br/>Identify the audience and purpose for writing<br/>Choose the appropriate register</p>                  |
|   | <p><b>Punctuation</b><br/>Use a colon to introduce a list<br/>Punctuate bullet points consistently</p>  | <p><b>Punctuation</b><br/>Use brackets, dashes or commas to indicate parenthesis</p>   | <p><b>Punctuation</b><br/>Use semi-colons to mark boundaries between independent clauses</p>  | <p><b>Punctuation</b><br/>Use colons or dashes to mark boundaries between independent clauses</p>                            | <p><b>Punctuation</b><br/>Use a colon to introduce a list and use of semi-colons within lists<br/>Use hyphens to avoid ambiguity</p>  | <p><b>Punctuation</b><br/>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>            |