



Key Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Oliver Jeffers	The Three Little Pigs Little Red Riding Hoods The Gingerbread Man Traditional Tales	The Tiger Who Came to Tea Judith Kerr The Gruffalo	Percy the Park Keeper Nick Butterworth The Tiny Seed Eric Carle	The Way Back Home Here We Are Oliver Jeffers	Lots- The Diversity of Life on Earth Nicola Davies	The Lighthouse Keepers Lunch Ronda Armitage
The Back Control of the Control of t	Three Little Pigs Gingerbread Riding Mood	Julia Donaldson The Christmas Promise Alison Mitchell The Tiger Who Came to Tea	PRINCIPA POR KOTTER CLASSIC COLLECTION N.A. Demensia ERIC C-RUE They Seed	Beegu Alexis Deacon Alexis Deacon BEEGU HEAR WE ARE FACE FACE FOR ME	A Squash and a Squeeze Julia Donaldson Lost Toy Museum David Lucas	Jack and the Beanstalk Traditional Tales TRE LIGHTHOUSE KEFFER'S LUNCH Beanstalk
Year 2	The True Story of The Three Little Pigs Jon Scieszka	Paddington Michael Bond	Vlad and the Great Fire of London Kate Cunningham	The Owl Who was afraid of the Dark Jill Tomlinson	Meerkat Mail Emily Gravett	Charlotte's Web E.B. White
Roald Dahl	Rainbow Fish	Christmasaurus Tom Fletcher	Lubna and the Pebble	Our Tower	Fantastic Mr Fox Roald Dahl	Journey Aaron Becker
ROAD	Marcus Pfister CALLY CALLY THE TRUE STORY OF THE 3 LITTLE PIGS! ATTEMPT TO ANY OF PROPERTY OF ALTERNATION OF LANGUAGE RANDOW FISH RANDOW FISH	Michael Bond Paddington Parameter R. W. And TOM ELETCHER TOM ELETCHER	Wendy Meddour	Joseph Coelho Jill Tomlinson Ne OWI Who west of the Dark OUR OWNER.	ROALD DAHL FANTASTIC MR FOX	Charlottes Web 20 20 20 20 20 20 20 20 20 20 20 20 20





Key Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age Boy Satoshi Kitamura	Bill's New Frock Anne Fine	Escape from Pompeii Christina Balit	The Boy Who Biked The World Part 1 Alistair Humphreys	The 13-Storey Treehouse Andy Griffiths & Terry Denton	Dragons at Crumbling Castle Terry Pratchett
Anne Fine	The Hodgeheg Dick King-Smith	Pugs of the Frozen North Phillip Reeve	The Iron Man Ted Hughes	The Gingerbread Star	After the Fall	Henry's Freedom Box
AMERICA	The Hodgeheg Dick King Smit Tone A6E B0 Saturn 12 March	Bill's New Frock Pugs Folia Notify by Pouls Refer Some Printing	ESCAPE EROM POMPETI THE REN MAN TO MODERA TO M	Anne Fine The Congerbreach Star Congerbreach Star Market Hurbridge Startment To discussion	Dan Santat THE STOREY TREEHOUSE TREEHOUSE A FIRE TERRY DENTON	Ellen Levine & Kadir Nelson PRATCHETT DRAGONS Country Code FREEDOM BOX
Year 4	The Miraculous Journey of Edward Tulane	The Lion, the Witch and the Wardrobe	Beowulf Michael Morpurgo	The Land of Roar Jenny McLachlan	King Midas and Other Greek Myths	Operation Gadgetman! Malorie Blackman
Kate DiCamillo	Kate DiCamillo Varjak Paw SF Said	C.S. Lewis The Polar Express Chris Van Allsburg	The Journey Francesca Sanna	Varmints Helen Ward	Eric A. Kimmel Matilda Roald Dahl	The Selfish Giant Oscar Wilde
	MINAMENT CREEKY EDWARD TULANE VARIABLES AND STATE OF SAID AND STATE OF SAID AND SAID	NARNIA THE LON WITCH WALLER SALAR THE POLAR EXPRESS SALAR SALAR	MICHAEL MORPURGO BEONVILCA	ROR JANNIER GARAGE	KING-MIDAS 6 Other Grock Within	MALORIE BLACKMAN





Key Author	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Kensuke's Kingdom Michael Morpurgo	Treason Berlie Doherty	Secrets of a Sun King Emma Carroll	Journey to the River Sea Eva Ibbotson	Street Child Berlie Doherty	The Highway Man Alfred Noyes
Michael Morpurgo	Floodland Marcus Sedgwick	A Christmas Carol Charles Dickens	The Bear and the Piano David Litchfield	Voices in the Park Anthony Browne	The Secret Garden Frances Hodgson Burnett	Thief! Malorie Blackman
	Narcus Sedguck FLOODLAND Survivig is a desasted well	TRANS A Cintistmas Carol CHARLES DICKENS	SECRETS SEEN KING	River Season Voices Exalbhorso IN THE PARK	STREET CHILD REIN SCREET AARDEN AARDEN AARDEN	The State and the State of the
Year 6	Rose Blanche Ian McEwan	Goodnight Mr Tom Michelle Magorian	The Explorer Katherine Rundell	The Night School Bus Onjali Q. Rauf	A Monster Calls Patrick Ness	Holes Louis Sachar
Katherine Rundall	Letters from the Lighthouse Emma Carroll	Goodnight Mixter Tom 40	KATHERINE RUNDELL EXPLORER	MIGHI BUS HCIO GNSALI Q. RNIF	Date of the second resident resident of the second resident r	LOUIS SACHAR LOUIS SACHAR holes 'read on the day to the financial of whicher decided on the financial of the day of th





Main Writing	Outcomes Map	EYFS	Year 1	9	Year 2	2	∀ 927 2	Year 4	Year 5	Year 6
	Narrative – Retelling (1 week)	1	A 2 Su 2	Sum	mer 2			Summer 1		
	Narrative - Setting	1	Autumn 1	S2	S2	Spri	ng 1	Autumn 1	Spring 2	Spring 1
Entertain	Narrative – Characterisation (including dialogue)	1	Autumn 1	Autu	ımn 2	Au1	Au2	Autumn 2	Spring 2	Spring 2
Lintertain	Narrative - Action			Sum	mer 1	Spri	ng 2	Autumn 2	Autumn 2	Autumn 1
	Narrative - Suspense			Sum	mer 1			Spring 2	Summer 2	Summer 1
	Poetry & Playscripts		Summer 1			Sum	mer 1	Sp Su 2	Summer 1	Summer 2
	Labela 9 Cantiana	1	Spring 1	Snr	ing 2	Au1	Sp2	Summer		Spring 1
	Labels & Captions		Spring i	Эрі	iiig z	Aui	Spz	2		Spring
	Recount - Diary		Spring 1	Spr	ing 1	Au1	Sp2	Autumn 1	Summer 2	Autumr 1
	Recount - Newspaper		Autumn 2	Autu	ımn 1	Spri	ng 1	Spring 1	Autumn 2	Summe 1
Inform	Recount – Letter (1 week)		Spring 2	Autu	ımn 2	Spri	ng 2	Summer 1	Autumn 1	Autumr 1
	Instructions (1 week)		Autumn 2		(next year)	Sum	mer 1	Summer 1	Autumn 1	Summe 2
	Non - Chronological Report		Spring 2	Spr	ing 2	Au1	Sp2	Spring 1	Spring 1	Spring 1
	Explanation Text		Sp Su 1	S1	A 1	Sum	mer 2	Summer 2	Summer 1	Autumn 2
Persuade	Persuasion – Letter (1 week)		Summer 2	Summer 1	Summer 2	Au1	Sp1	Spring 2	Summer 2	Spring 2





	Persuasion – Advert (1 week)		Summer 1	Autumn 1	Sum	mer1	Autumn 2	Spring 1	Spring 2
	I Bio accesion	ı	<u> </u>	T	Cum		NA	Autumn	Autum
Discuss	Discussion				Sumi	mer 2	NA	Autumn 1	Autumn 2
Discuss	Balanced Argument				Au2	Su1	NA		Autumn 2





							YE	AR 1								
	P	utumn	1		Autumn	2	Spri	ng 1		Spring	1 2	;	Summer	1	Sun	nmer 2
Core Text & Author	The Three Little Pigs	Little Red Riding Hood	The Ginger bread Man	The Tiger Who Came to Tea Judith Kerr	The Gruffalo Julia Donald son	The Christ- mas Promis e Alison Mitchell	Percy the Park Keeper Nick Butter- worth	The Tiny Seed Eric Carle	The Way Back Home Oliver Jeffer s	Here We Are Oliver Jeffer s	Beegu Alexis Deacon	Lots- The Diversi ty of Life on Earth Nicola Davies	A Squash and a Squeeze Julia Donald son	Lost Toy Museu m David Lucas	The Light house Keeper s Lunch Ronda Armitag e	Jack and the Beanstal k
Writing Outcomes	Character descriptio n	Setting	Character descriptio n	Retell	Retell – innovation	Recount- Newspap er	Recount - Diary Labels	Explanat ion text	Letter	Explan ation text	Character and setting - Poster	Non - Chron Report Leaflet	Poetry	Persuas ion – advert	Retell	Persuasion – letter
≥õ					S		and Captions									

	nn 1	Λ											
Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Core The True Rainbow Paddington Christmas- Vlad and Lubna The Owl Our Meerkat Fantastic Charlotte's Journ													
Story of The Three Little Pigs Jon Scieszka	Rainbow Fish Marcus Pfister	Paddington Michael Bond	Christmas- aurus Tom Fletcher	Vlad and the Great Fire of London Kate Cunningham	Lubna and the Pebble Wendy Meddour (The Proudest Blue 2024)	The Owl Who was afraid of the Dark Jill Tomlinson	Our Tower Joseph Coelho	Meerkat Mail Emily Gravett	Fantastic Mr Fox Roald Dahl	Charlotte's Web E.B. White	Journey Aaron Becker		
Newspaper xplanation	Persuasive Advert	Recount Letter	Character description	Diary	Character description	Labels and captions Non-Chron Report Instructions	Setting description	Explanation (postcard)	Suspense Narrative	Persuasive letter Setting	Setting description		
The Litt	e Three tle Pigs Jon cieszka wspaper	e Three Marcus tle Pigs Pfister Jon cieszka wspaper Persuasive Advert	e Three Marcus Pfister Jon cieszka wspaper Persuasive Advert Letter planation Character	e Three tile Pigs Pfister	e Three tile Pigs	Bond Tom Fire of London Kate Cunningham Character Advert Recount Character C	Bond Tom Fletcher London Wendy Jon cieszka Persuasive Advert Letter Claracter Johanation Character Diany Character	Bond Tom Fletcher London Kate Cunningham Persuasive Advert Letter Dianation Character	Bond Tom Fletcher Fletcher Fletcher Fletcher Fletcher Fletcher Cunningham Froudest Blue 2024) Wendy Meddour (The Proudest Blue 2024) Character description Character description Wendy Meddour (The Proudest Blue 2024) Character description Character description Report Retell Instructions Narrative Recount	Bond Tom Fletcher Froudest Blue 2024) Wendy Meddour (The Proudest Blue 2024) Wendy Meddour (The Proudest Blue 2024) Foundantion Character Gescription Fletcher Froudest Fletcher Gescription Fletcher Froudest Gescription Fletcher Froudest Gescription Fletcher Fletcher Froudest Gescription Fletcher Froudest Gescription Fletcher Gescription Fletcher Fle	Three tile Pigs Jon Sieszka Bond Tom Fletcher London Kate Cunningham Sieszka Bond Tom Fletcher London Wendy Meddour (The Proudest Blue 2024) Meddour (The Proudest Blue 2024) Character description Source Setting Source Setting Source Setting Source Setting Source Setting Setting Source Setting Sett		





					,	YEAR 3						
	Autumi	n 1	Aut	umn 2	Spri	ng 1	Spri	ng 2	Summ	er 1	Sumn	ner 2
Core Text & Author	Stone Age Boy Satoshi Kitamura	The Hodgeheg Dick King- Smith	Bill's New Frock Anne Fine	Pugs of the Frozen North Phillip Reeve	Escape from Pompeii Christina Balit	The Iron Man Ted Hughes	The Boy Who Biked the World - Part 1 Alistair Humphreys	The Diary of a Killer Cat Anne Fine	The 13- Storey Treehouse Andy Griffiths & Terry Denton	After the Fall Dan Santat	Dragons at Crumbling Castle Terry Pratchett	Henry's Freedom Box Ellen Levine & Kadir Nelson
Outcomes	Narrative – Characterisation (including dialogue)	Non- chronological Report	Balanced Argument	Narrative – Characterisation (including dialogue)	Narrative – Setting	Newspaper Report	Recount – Diary	Non- chronological Report	Instructions Writing	Balanced Argument	Explanation	Discussion
Writing Ou	Recount - Diary	Persuasion – Letter	Persuasion – Email	Narrative - Action	Persuasion – Letter		Recount – Letter (Postcard Form)		Persuasion – Advert		Poetry	

						YEAR 4						
	Autum	n 1	Autum	n 2	Sprin	ng 1	Spring	2	Summ	er 1	Summe	er 2
Core Text &	The Miraculous Journey of Edward Tulane Kate DiCamillo	Varjak Paw SF Said	The Lion, the Witch and the Wardrobe C.S. Lewis	The Polar Express Chris Van Allsburg	Beowulf Michael Morpurgo	The Journey Francesca Sanna	The Land of Roar Jenny McLachlan	Varmints Helen Ward	King Midas and Other Greek Myths Eric A. Kimmel	Matilda Roald Dahl	Operation Gadgetman! Malorie Blackman	The Selfish Giant Oscar Wilde
Writing	Narrative setting	Diary	Characterisation – Including dialogue	Persuasion - Advert	Non- Chronological report Poetry	Newspaper	Character/setting description Narrative suspense	Letter	Retelling Instructions	Recount - letter	Labels and captions Explanation text	Poetry





YEAR 5												
	Autu	mn 1	Autu	ımn 2	Sprii	ng 1	Sp	ring 2	Sumi	ner 1	Sumi	mer 2
Core Text & Author	Kensuke's Kingdom Michael Morpurgo	Floodland Marcus Sedgwick	Treason Berlie Doherty	A Christmas Carol Charles Dickens	Secrets of a Sun King Emma Carroll	The Bear and the Piano David Litchfield	Journey to the River Sea Eva Ibbotson	Voices in the Park Anthony Browne	Street Child Berlie Doherty	The Secret Garden Frances Hodgson Burnett	The Highway Man Alfred Noyes	Thief! Malorie Blackman
Outcomes	Letter	Discussion	Action (in narratives, advance the action)	Persuasive letter	Non- chronological text	Advert for persuasion	Setting description	Characterisation	Explanation text	Poetry	Suspense	Persuasive letter
Writing	Instructions		Newspaper						Playscript		Diary	

					,	YEAR 6				
	Autu	ımn 1	Autu	ımn 2	Sp	ring 1	Spri	ng 2	Summer 1	Summer 2
Core Text & Author	Rose Blanche Ian McEwan	Letters from the Lighthouse Emma Carroll		ht Mr Tom Magorian		Explorer ne Rundell	The Night Onjali	School Bus Q. Rauf	A Monster Calls Patrick Ness	Holes
Writing Outcomes	Recount - Diary	Narrative Action	Balanced argument	Explanation	Narrative - setting		Characterisation Narrative based	Letter (persuasive)	Narrative - suspense	Instructions
		Recount Letter	Discussion				Advert		Newspaper Report	Playscripts





					YEA	\R 1						
	Autu	mn 1	Autu	mn 2	Spri	ng 1	Spri	ing 2	Sum	mer 1	Sum	mer 2
Ongoing learning objectives	 Write soi Spell sor Hold a p Transcrij Spell ma Segmen Spell ma Spell ma Begin to Form ca Form dig 	nic knowledge to me common exc me words correct encil using a trip obtional Skills ny words contain a spoken words ny phonically re- ny common exc form lower case oital letters corre	ception words (Eatly, with others and grip ining each of the into phonemes agular words of each of the eatly words in the cectly	English Append 'phonically plau e 40+ phoneme and represent to more than one so		t mes, spelling sc ely	·					
Termly taught	Write sentence	ds to make sent	g what has beer	Use spacing between	Use spacing between	sense Use spacing between	Spell many	Spell many phonically				
learning objectives	words Spell some words correctly, with others 'phonically plausible'	words Begin to use full stops. Spell some	words Begin to use full stops. Spell some	words Begin to use full stops. Spell some	words Begin to use full stops. Spell some	words Begin to use full stops. Spell some	regular words of more than one syllable accurately Write simple sentences	regular words of more than one syllable accurately Join words and clauses using 'and'	regular words of more than one syllable accurately Join words and clauses using 'and'	regular words of more than one syllable accurately Join words and clauses using 'and'	regular words of more than one syllable accurately Join words and clauses using 'and'	regular words of more than one syllable accurately Join words and clauses using 'and'
	Hold a pencil using a tripod grip	words correctly, with others 'phonically plausible'	words correctly, with others 'phonically plausible'	words correctly, with others 'phonically plausible'	words correctly, with others 'phonically plausible'	words correctly, with others 'phonically plausible'	that can be read by themselves and others	Use basic, descriptive language				
	Write simple sentences that can be read by themselves	Hold a pencil using a tripod grip Write simple	Hold a pencil using a tripod grip Write simple	Hold a pencil using a tripod grip Write simple	Hold a pencil using a tripod grip Write simple	Hold a pencil using a tripod grip Write simple	Join words and clauses using 'and' Use basic, descriptive language	Sequence sentences to form short narratives and	Sequence sentences to form short narratives and	Sequence sentences to form short narratives and	Sequence sentences to form short narratives	Sequence sentences to form information pieces
	and others	sentences that can be	sentences that can be	sentences that can be	sentences that can be	sentences that can be	language	information pieces.	information pieces.	information pieces.	Write sentences	Write sentences





T and but	rood by	rood by	rood by	road by	Coguenes	1	1	I	hu ro	by ro
read by	read by	read by	read by	read by	Sequence	\	\\/ n:4 a	\	by re-	by re-
themselves		themselves	themselves	themselves	sentences	Write	Write	Write	reading	reading
and others	and others	and others	and others	and others	to form	sentences	sentences	sentences	what has	what has
					short	by re-	by re-	by re-	been written	been written
Join words	Join words	Join words	Join words	Join words	narratives	reading	reading	reading	to check	to check
and clause	s and clauses	and clauses	and clauses	and clauses	and	what has	what has	what has	that it	that it
using 'and'	using 'and'	using 'and'	using 'and'	using 'and'	information	been written	been written	been written	makes	makes
		_	_	_	pieces.	to check	to check	to check	sense	sense
Use basic,	Use basic,	Use basic,	Use basic,	Use basic,		that it	that it	that it		
descriptive	descriptive	descriptive	descriptive	descriptive	Begin to	makes	makes	makes	Use many	Use many
language	language	language	language	language	use capital	sense	sense	sense	capital	capital
Sequence					letters, full	1			letters for;	letters for;
sentences	Sequence	Sequence	Sequence	Sequence	stops	Use many	Use many	Use many	people,	people,
to form	sentences	sentences	sentences	sentences		capital	capital	capital	places	places
short	to form	to form	to form	to form	Write	letters for;	letters for;	letters for;		
narratives	short	short	short	short	sentences	people,	people,	people,	Spell many	Spell many
and	narratives	narratives	narratives	narratives	by re-	places	places	places	words	words
information	and	and	and	and	reading	l			containing	containing
pieces.	information	information	information	information	what has	Spell many	Spell many	Spell many	each of the	each of the
	pieces.	pieces.	pieces.	pieces.	been written	words	words	words	40+	40+
	'	'	1		to check	containing	containing	containing	phonemes	phonemes
	Begin to	Begin to	Begin to	Begin to	that it	each of the	each of the	each of the	already	already
	use capital	use capital	use capital	use capital	makes	40+	40+	40+	taught	taught
	letters, full	letters, full	letters, full	letters, full	sense	phonemes	phonemes	phonemes		
	stops	stops	stops	stops		already	already	already	Segment	Segment
	'	1 '	1 '	'	Use many	taught	taught	taught	spoken	spoken
	Write	Write	Write	Write	capital				words into	words into
	sentences	sentences	sentences	sentences	letters for;	Segment	Segment	Segment	phonemes	phonemes
	by re-	by re-	by re-	by re-	people,	spoken	spoken	spoken	and	and
	reading	reading	reading	reading	places	words into	words into	words into	represent	represent
	what has	what has	what has	what has		phonemes	phonemes	phonemes	these by	these by
	been written	been written	been written	been written	Spell many	and	and	and	graphemes,	graphemes,
	to check	to check	to check	to check	words	represent	represent	represent	spelling	spelling
	that it	that it	that it	that it	containing	these by	these by	these by	some	some
	makes	makes	makes	makes	each of the	graphemes,	graphemes,	graphemes,	correctly	correctly
	sense	sense	sense	sense	40+	spelling	spelling	spelling		
					phonemes	some	some	some	Add suffixes	Add suffixes
		Use many	Use many	Use many	already	correctly	correctly	correctly	to verbs	to verbs
		capital	capital	capital	taught	1			where no	where no
		letters for:	letters for:	letters for:		Add suffixes	Add suffixes	Add suffixes	change is	change is
		people,	people,	people,	Segment	to verbs	to verbs	to verbs	needed to	needed to
		places	places	places	spoken	where no	where no	where no	the spelling	the spelling
				'	words into	change is	change is	change is	of the root	of the root
			Spell many	Spell many	phonemes	needed to	needed to	needed to	word (-ing -	word (-ing -
			words	words	and	the spelling	the spelling	the spelling	ed,-er,-est)	ed,-er,-est)
			containing	containing	represent	of the root	of the root	of the root		
			each of the	each of the	these by	word (-ing -	word (-ing -	word (-ing -	Begin to	Begin to
			40+	40+	graphemes,	ed,-er,-est)	ed,-er,-est)	ed,-er,-est)	use	use
			phonemes	phonemes	spelling	<u> </u>	,		question	question
				7			1		marks and	marks and









						YEAR 2						
	Autui	mn 1	Autun	nn 2	Sprir	ng 1	Spri	ng 2	Summ	er 1	Summ	ner 2
Ongoing learning objective s	-Learn new way -Spell many cor add suffixes to s -Use and disting -Apply spelling -Form lower-cas -Start using son -Write capital le	en words into phes of spelling phese mon exception spell many longer guish between herules and guidar se letters of the ene of the diagon tters and digits of the send digits di	onemes for which words correctly er words including omophones and nace, mostly correct size relatival and horizontal s	1 or more spell -ment, -ness, ear-homophon ly as listed in E e to one anothe trokes needed orientation and	ings are already k -ful, -less -ly, -er, es English appendix 1 er to join letters and	nown, est	·	djacent to one and	cally-plausible atte		5	
	Compositional s	skills										
	-Write for differed -Use full stops, -Use the preser -Use subordinate	ent purposes inc capital letters, e at and past tense tion (using when	es about personal luding real events xclamation marks, es correctly and control if, that, or becauses and corrections	and poetry. question mark ensistently, incle se) and co-ordi	s, commas for list uding the progress nation (using or, a	s and apostroph sive form		forms and the pos	ssessive (singular),	mostly correc	tly.	
Termly taught learning objective s	A1-write simple, coherent narratives about personal experience s and those of others (real or fictional)	A1-use sentences with different forms: statement, question, exclamati on and command suse expanded noun	A2use sentences with different forms: statement, question, exclamatio n, command	A2- use expande d noun phrases to describe and specify -spell many words with	SP1-use the possessive apostrophe (singular) [for example, the girl's book] - spell many words with	Sp1-use the possessiv e apostrop he (singular) [for example, the girl's book]	SP2-use the present and past tenses correctly and consistently , including the progressive form	SP2 -use expanded noun phrases to describe and specify -commas in lists -use adverbs	Su1- use expanded noun phrases to describe and specify -spell many words with contracted forms -suffix –est, ful, less	Su2- use expande d noun phrases to describe and specify -use adverbs	- use expanded noun phrases to describe and specify -use sentences with different forms:	- use expande d noun phrases to describe and specify -commas in lists
	-use sentences with different forms:	phrases to describe and specify	expanded noun phrases to describe and specify	contract ed forms	contracted forms (let's, he's, it's,	-use expanded noun phrases to	-difference sentence types	-possessive apostrophe	-use sentences with		statement, question, exclamatio	possessive e apostrop he (singular)





e n c		-commas in lists	- use subordinati on (using when, if, that, or because) and co- ordination (using or, and, or but)	-use co- ordiation , and, but	'they've, I'd, don't) - use subordinati on (using when, if, that, or because) and co-ordination (using or, and, or but) - use the present and past tenses correctly and consistently, including	describe and specify -commas in lists	- contraction s -use of subordinati on and co-ordination -commas in lists	- homophone s - subordinati on when/if/that -adverbs -CEW -Contracted forms - exclmations -suffixes-est, ful	different forms: statement, question, exclamation, -adverbs - Contraction s -Co- ordination- and, but, or - Subordinati on because, when, that,	n, command use subordinati on (using when, if, that, or because) and co- ordination (using or, and, or but)	
s	specify				- use the		11313		ordination-		
					past tenses correctly and consistently			-suffixes-	on because,		
					the progressive form			- past/presen t tense	if Commas -apostrophe		
					-commas in lists			ordination 'but'	for possession		
					-use adverbs				homophone s -making		
									simple additions, revisions, corrections		





Writing Outcom es	Newspaper	Persuasive Advert	Recount Letter	Character descriptio n	Diary	Character description	Labels and captions Non-Chron Report	Setting description	Explanation (postcard)	Suspens e	Persuasive letter	Setting descriptio n
	Explanation	Character description				Retell	Instructions	Narrative		Narrative	Setting description	Re-telling





)	/EAR 3						
	Autur	nn 1	Autı	ımn 2	Sprir	ng 1	Spri	ng 2	Sum	mer 1	Sumi	mer 2
Ongoing earning objective	 Use the fo Use the di Increase the compositiona Write effect Plan, draftt Use the present of the composition of	If for spelling ar rms 'a' or 'an' a agonal and hou he legibility, co al Skills ctively and cohe write, evaluat resent perfect forme, place and as and pronouns punctuation tau	according to whe rizontal strokes insistency and of the erently for difference and edit writing orm of verbs in cause using containing appropriately ught previously	errors. nether the next we that are needed quality of their har rent purposes, doing with simple no stead of the simple projunctions, adversion for clarity, to aid (full stops, capitatructures and grain that the simple projunctions and grain that the simple projunctions and grain that the simple projunctions and grain that the simple project of the	to join letters andwriting rawing on readotes ble past rbs and prepos cohesion and a al letters, ques	and understar ling to inform sitions avoid repetition tion marks, ex	t or a vowel and which letters the vocabulary	s, when adjace	of their writing		ft un-joined	
Termly taught learning objective s	In narratives, create characters. Begin to organise sentences into paragraphs Begin to use inverted commas to punctuate direct speech	Begin to organise sentences into paragraphs Use headings and subheadings to aid presentation Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Begin to use inverted commas to punctuate direct speech Extend sentences using when, if, because, although (subordinatin g clauses)	In narratives, create characters. Begin to organise sentences into paragraphs Begin to use inverted commas to punctuate direct speech	In narratives, create settings Begin to organise sentences into paragraphs Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Use headings and subheadings to aid presentation Begin to use inverted commas to punctuate direct speech	Begin to organise sentences into paragraphs Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Use headings and subheadings to aid presentation Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Use headings and subheadings to aid presentation Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Extend sentences using when, if, because, although (subordinatin g clauses)	Begin to organise sentences into paragraphs Extend sentences using when, if, because, although (subordinating clauses)
Writing Outcome s	Narrative – Characterisatio n (including dialogue)	Non- chronological Report	Balanced Argument	Narrative – Characterisatio n (including dialogue)	Narrative – Setting	Newspaper Report	Recount – Diary	Non- chronological Report	Instructions Writing	Balanced Argument	Explanation	Discussion





Recount -	Persuasion –	Persuasion –	Narrative -	Persuasion –	Recount –	Persuasion –	Poetry	
Diary	Letter	Email	Action	Letter.	Letter	Advert		
					(Postcard			
					Form)			





					\	/EAR 4						
	Autu	mn 1	Autun	nn 2	Spri	ng 1	Spri	ing 2	Sumn	ner 1	Sumi	mer 2
Ongoing learning objectiv es	Spell further Proof-reads Use diagonal Composition Proof-read a Organise ide Consistently Use nouns, p Use standard	rords containing homophones for spelling and strokes to join al Skills and edit in orders and confident pronouns and denglish form	ng taught patterns (see Appendix 1), d punctuation error in letters and increer to make improvely for a range of putly use apostrophetenses accurately as for verb inflection dinating conjunction	mostly correct ors ase the legibilit ements to spel surposes and au s to mark plura and consistentl ns instead of lo	ly ty, consistency a ling punctuation udiences al possession. y throughout ar ocal spoken form	and quality of h n, grammar and nd to aid cohesi ns [e.g. we wer	andwriting, er I vocabulary, u on and avoid i e, not we was]	nsuring that legusing a diction are petition	tters are parallo	el and equidi opriate		ix 1)
Termly taught learning objectiv es	In narratives, write with a clear structure, including settings, characters and plot Organise paragraphs around a theme Use fronted adverbials and punctuate	Organise paragraphs around a theme Use fronted adverbials and punctuate with a comma Expand noun phrases with the addition of modifying adjectives, nouns and	Use inverted commas and other punctuation to indicate direct speech [e.g. comma after the reporting clause] Use fronted adverbials and punctuate with a comma In narratives, write with a clear structure	In non- narrative material, using simple organisatio nal devices Expand noun phrases with the addition of modifying adjectives, nouns and preposition al	In non- narrative material, using simple organisation al devices Organise paragraphs around a theme	In non- narrative material, using simple organisatio nal devices Organise paragraphs around a theme Use fronted adverbials and punctuate with a comma	Use inverted commas and other punctuatio n to indicate direct speech Organise paragraphs around a theme Expand noun phrases with the addition of modifying	Organise paragraphs around a theme	In narratives, write with a clear structure, including settings, characters and plot In non-narrative material, using simple organisatio nal devices Use fronted adverbials and punctuate	Organise paragrap hs around a theme Use fronted adverbial s and punctuat e with a comma	In non- narrative material, using simple organisatio nal devices	Expand noun phrases with the addition of modifying adjectives, nouns and prepositio nal





	with a comma	prepositio nal					adjectives, nouns and prepositio		with a comma			
	Expand noun phrases with the addition of modifying adjectives, nouns and prepositio nal						nal					
Writing Outcom es	Narrative setting	Diary	Characterisati on – Including dialogue	Persuasio n - Advert	Non- Chronologi cal report	Newspape r	Narrative - suspense	Letter	Retelling Instruction	Recount - letter	Labels and captions Explanatio n text	Poetry
	Setting descriptio n for parts of Edward's journey	Diary from Varjak's journey	Description and dialogue between the different characters.	Advert for riding on the Polar Express	Non- Chronologi cal report of Vikings Beowulf original poem	Newpaper article on the war		Persuasiv e letter to encourag e people to look after the environme nt	Retelling a Greek Myth Instruction s on how to make the Trojan Horse	Letter form Mathilda	Label and captions for pictures in explanatio n text Explanatio n text about one of the gadgets	Retelling of the story in poetry form.





						YEAR 5						
	Autui	mn 1	Autu	mn 2	Sprin	ıg 1	Sp	ring 2	Sumn	ner 1	Sumn	ner 2
Ongoing learning objectives	 Cor Use Ens Pro Ma Sel Pla Sel 	nvert noun e some ver sure correct oof-read fo ake delibera ect the app n and deve ect approp	s or adjective by prefixes (or subject and repelling are choices propriate for printer for interection or interection from interection in the characteristics.	ves into ve dis-, de-, m nd verb agr nd punctua over letter rm to suit t itial ideas o nar and vo	rbs using suffinise, over- and eement where tion errors use shapes and justine audience drawing on recabulary, und	ixes (e.g. – re-) n using sing ing both a pining to e and purpo ading and lerstanding	ate, -ise, -ify gular and plu dictionary a nsure fluenc se of writing research ghow choice	ral nd thesaurus, v y, legibility and	where approp I good presen ng (e.g. appro	oriate tation	unctions, ted	chnical
Termly taught learning objectives	(Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must))	(Use commas to clarify meaning or avoid ambiguity)	(in narratives, advance the action) (Use brackets, dashes or commas to indicate parenthesis, mostly correctly) (Integrating dialogue)	(language to reflect level of formality)	(organisational features)	(degrees of possibility with modal verbs)	(In narratives, describe settings and atmosphere)	integrating dialogue to convey character and advance the action)	(Use further organisational and presentational devices to structure text and to guide the reader) (technical vocabulary to match subject matter, vocabulary for effect, language to reflect level of formality	(Select the appropriate form to suit the audience and purpose of writing, using expanded noun phrases to convey complicated information concisely)	in narratives, describe atmosphere) consistent and correct use of tense	(relative clauses beginning with who, which, where, when, whose, that, or with an omitted relative pronoun)
Writing Outcomes	Instructions	Discussion	Action	Persuasive letter –	Non-chron text - About Tutankhamun of the	Advert for persuasion - for	Setting description - based on Journey to	Characterisation – with dialogue	Explanation text	Poetry	Suspense	Persuasive letter





		disccover of his tomb	bear's concert	the River Sea			
	Newspaper				Playscript	Diary	





						YEAR	6					
	Autu	mn 1	Autı	ımn 2	Spi	ring 1	Sprin	g 2	Sum	mer 1	Sumn	ner 2
Ongoing learning objectives	Show the short of	e spelling o aintain legik hich letters, tional Skills rite effective diary, direct elect vocabe alogues in r se a range o se verb tens	y most words f uncommon bility in joined when adjaces ely for a range address in inulary and granarrative; using devices to ses consisten	or more ambit handwriting went to one anote of purposes astructions and mmatical struction passive ver build cohesion	ious vocabuthen writing her, are best and audience tures that rebs to affect late (e.g. conjustly throughouther vocabus)	lary (English A at speed, using the left un-joined ces, selecting I writing) eflect what the how informatio	ride range of prefix Appendix 1) g diagonal and ho	xes, suffixes a prizontal stroke ws good awa doing this mos sing modal ve	es that are notes that are notes of the stly appropriates to suggestions.	needed to join e reader (e.g. ately (e.g. usi est degrees of	the use of firsting contracted if possibility)	derstand t person in forms in
Termly taught learning objectives	• U • Li	se hyphens nk ideas ac	to avoid amb	oiguity	der range of		In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action Use inverted commas to indicate direct speech Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word, grammatical connections [for example] and	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (persuasive writing) Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly	In narratives, describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action Use of the semi-colon, colon and dash to mark the boundary between	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm	Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs





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whose,	example, it's	with who,	Use of the	Use commas	Use brackets,	consequential	passive verbs	clauses [for		indicate degrees	should, will,
that or	raining; I'm	which,	semi-colon,	to clarify	dashes,	adverbials e.g. on	to affect how	example, it's	commas to	of possibility	must)
with an	fed up]	where, when,	colon and dash	meaning or	hyphens or	the other hand, and	information is	raining; I'm	clarify	using adverbs	
implied (ie		whose, that	to mark the	avoid	commas to	ellipsis)	presented;	fed up]	meaning or avoid	(e.g. perhaps,	commas to
omitted)	Use relative	or with an	boundary	ambiguity	indicate		indicato			surely) or modal	clarify
relative	clauses	implied (ie	between		parenthesis and	Indicate degrees of	indicate degrees of	Indicate	ambiguity	verbs (e.g. might, should,	meaning or avoid
pronoun	beginning	omitted)	independent	Use of the	commas to	possibility using	possibility	degrees of		will, must)	ambiguity
	with who,	relative	clauses [for	Passive	clarify meaning	adverbs (e.g.	using adverbs	possibility		wiii, iiiustj	ambiguity
	which,	pronoun	example, it's	Voice to	or avoid	perhaps, surely) or	(e.g. perhaps,	using		commas to	
Use of the	where,		raining; I'm fed	affect the	ambiguity	modal verbs (e.g.	surely) or	adverbs		clarify meaning	
colon to	when,	Link ideas	up]	presentation		might, should, will, must)	modal verbs	(e.g. perhaps,		or avoid	
introduce a	whose, that	across		of	Use of the	iliustj	(e.g. might,	surely) or		ambiguity	
list and use	or with an	paragraphs	Use relative	information	colon to	Use relative clauses	should, will,	modal verbs			
of semi-	implied (ie	using a wider	clauses		introduce a list	beginning with	must)	(e.g. might,			
colons	omitted)	range of	beginning with	Use of the	and use of	who, which, where,		should, will,			
within lists	relative	cohesive	who, which,	semi-colon,	semi-colons	when, whose, that	The difference	must)			
	pronoun	devices	where, when,	colon and	within list	or with an implied	between	,			
		(repetition of	whose, that or	dash to		(ie omitted) relative	appropriate	commas to			
	Use	a word,	with an implied	mark the	The difference	pronoun	formal and	clarify			
	brackets,	grammatical	(ie omitted)	boundary	between		informal	meaning or			
	dashes,	connections	relative	between	appropriate	Use brackets,	speech and writing [for	avoid			
	hyphens or	[for example]	pronoun	independent	formal and	dashes, hyphens or	example, find	ambiguity			
	commas to	and	•	clauses [for	informal speech	commas to indicate	out – discover;				
	indicate	contrasting or		example, It's	and writing [for	parenthesis and	ask for –	Use inverted			
	parenthesis	consequential		raining; I'm	example, find	commas to clarify	request; go in	commas to			
	and commas	adverbials		fed up]	out – discover;	meaning or avoid	– enter],	indicate direct			
	to clarify	e.g. on the			ask for –	ambiguity	including the	speech			
	meaning or	other hand,		n	request; go in –		use of	speech			
	avoid	and ellipsis)		Use	enter],	Use of the Passive	subjunctive				
	ambiguity	/		brackets,	including the	Voice to affect the	forms [e/g/. If I				
	5 ,	indicate		dashes,	use of	presentation of	were or were				
	indicate	degrees of		hyphens or	subjunctive	information	they to come]				
	degrees of	possibility		commas to	forms [e/g/. If I						
	possibility	using adverbs		indicate	were or were	Use of the semi-	Use of the				
	using	(e.g. perhaps,		parenthesis	they to come	colon, colon and	semi-colon,				
	adverbs	surely) or			and to come	dash to mark the	colon and dash to mark the				
	(e.g.	modal verbs			Use of the	boundary between	boundary				
	perhaps,	(e.g. might,			Passive Voice to	independent	between				
	surely) or	should, will,			affect the	clauses [for	independent				
	modal verbs	must)			presentation of	example, It's	clauses [for				
	(e.g. might,				information	raining; I'm fed up]	example, It's				
	should, will,				miormation	[42.256,	raining; I'm fed				
	must)						up]				
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		The difference between appropriate formal and informal speech and writing [for example, find out – discover; ask for – request; go in – enter], including the use of subjunctive forms [e/g/. If I were or						Use of the Passive Voice to affect the presentation of information				
Writing Outcomes	Recount - Diary	were they to come] Narrative Action – Surviving an air raid	Balanced argument – Should children have been evacuated in WW2?	Explanations How did Britain survive the Blitz	Narrative -setting	Non- chronological report	Characterisation	Letter (persuasive)	Narrative - suspense	Newspaper report	Instructions- How to survive captivity	Playscript based on chapter of holes
		Recount Letter – Letter home from an evacuee	Discussion									Poem Moving on/transition