





| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|--|---|--|
| Writing Purpose | Whole-School Unit* Entertain (10-15 steps) Inform (15 steps) | Entertain (10 steps) Persuade (15 steps) | Inform (15 steps) Entertain (10 steps) Discuss (5 steps) | Entertain (15 steps) Inform (10 steps) | Persuade (15 steps) Entertain (10 steps) Poetry (5 steps) | Discuss (10 steps) Entertain (15 steps) |
| Written Outcomes | Range of genres (whole-school unit)* Descriptive Scene Non-Chronological Report | Narrative Persuasive Speech | Non-Chronological Report Scene with Dialogue Balanced Argument | Narrative (fairy tale) Biography | Advocacy Campaign Narrative Advocacy Poetry (ballads) | Blogs Narrative |
| NC: Composition (planning, drafting, editing and proof-reading) | <ul style="list-style-type: none">Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnote and develop initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedselect appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the actionprecising longer passagesuse a wide range of devices to build cohesion within and across paragraphsuse 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' writingpropose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensure the consistent and correct use of tense throughout a piece of writingensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errorsperform their own compositions, using appropriate intonation, volume and movement so that meaning is clear | | | | | |
| NC: Sentence level | Review use of single and multi-clause sentences, joining with range of conjunctions Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] | Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses | | | Review sentence structure across the primary phase |
| | | | Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. | | | |
| | | | The use of subjunctive forms such as If I were or were they to come in some very formal writing and speech] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] | The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?] | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|--|
| NC: Word level Inc Punctuation | Punctuate bullet points consistently to list information <u>Review:</u> Accurate punctuation of dialogue <u>Review:</u> Use of comma to clarify meaning or avoid ambiguity | Placement of speech tags before, in between speech or after speech <u>Review:</u> Use of comma to clarify meaning or avoid ambiguity | Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>) | Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>) Placement of speech tags before, in between speech or after speech | Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>) | Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>) |
| NC: Grammar Terminology | comma, conjunction, clause, parenthesis fronted adverbial subordinate clause bullet points | comma, noun, verb ambiguity paragraph adverbial formality, phrasal verb modal verb | bracket, comma, dash, parenthesis relative clause, relative pronoun semi-colon, hyphen formality, phrasal verb modal verb, subjunctive subject, object, active, passive | ellipsis, colon, semi-colon paragraph adverbial subject, object, active, passive formality, phrasal verb cohesion | hyperbole, exaggeration modal verb colon, semi-colon cohesion subjunctive | Review terminology from the year |
| NC: Spelling | 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 | | | | | |











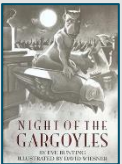
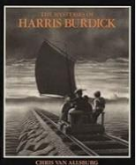
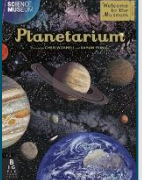

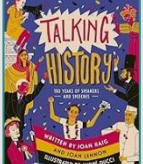

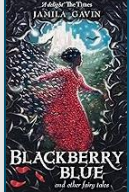
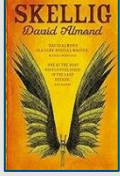

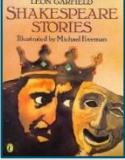
Writing Purpose Language Choices and Genre Features

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|----------|----------|----------|----------|----------|
| Writing to Entertain Language Choices  | <ul style="list-style-type: none"> 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) 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 (Y5) 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 similes and metaphors to create mood and atmosphere (Y5) Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) 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 (Y5) Dialogue can be used to convey character (show not tell) or move on the action (plot device) Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated | | | | | |
| Writing to Inform Language Choices  | <ul style="list-style-type: none"> 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) Might include quotes from people to provide more information and add interest for the reader (Y3/4) Underline important words or phrases that you want to draw reader's attention to (Y5) Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams <ul style="list-style-type: none"> Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject | | | | | |
| Writing to Persuade Language Choices  | <ul style="list-style-type: none"> 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 (Y5) Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5) Use of passive voice to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....) | | | | | |

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| Writing to Discuss Language Choices  | <ul style="list-style-type: none"> • Very clear points of view presented to show either side of a debate, discussion or argument (Y5) • Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5) • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5) • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast...) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that..... Others <i>may</i> believe that...) | | | | | |
| Formality choices | <ul style="list-style-type: none"> • 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 (e.g. arrive, investigate, cancel) • Informal speech structures might use a question tag after a statement (for example: He's your friend, <i>isn't he?</i> These are your shoes, <i>aren't they?</i>) | | | | | |
| Genre Features | <p>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</p> <p>Narrative: Story openings usually open with either: action, dialogue or description of setting or character</p> | <p>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, or they can end with a reference to the beginning of the story (feels cyclical)</p> <p>Speech: Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense An opening statement that gives the viewpoint being presented and a closing statement that repeats and reinforces the overall point.</p> | <p>NCR: See Aut1 objectives</p> <p>Balanced argument: Provides different points of view on an issue, paying attention to the arguments for and against the issue being discussed. The differing points of view are balanced without aiming to lead the reader to sway their opinion Usually written in present tense Opening sentence or introduction/ question sets up the issue to be discussed</p> | <p>Narrative: See Aut2 objectives & Narrative plots tend to rely upon one of the following six story shapes:</p> <ul style="list-style-type: none"> - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall <p>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</p> | <p>Advocacy Campaign: Is intended to raise awareness of a cause or to support a particular message, rather than sell a product or service Includes a range of genres, such as adverts, posters, leaflets, podcasts, as part of the campaign Has a clear message and a call to action, to persuade the target audience to act and know what to do</p> <p>Narrative: See Aut & Spr2 objectives</p> <p>Poetry: Specific structures of poems can include ballads which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.</p> | <p>Blogs: Are written to be consumed quickly and easily, so are often designed with clear headings and subheadings with short paragraphs for the reader to manage quickly or 'on-the-go'; Specifically designed to be read on an electronic device, so may include embedded links to other articles that are relevant or connected to the issue being discussed Vary in tone and formality, depending on the intended audience.</p> <p>Narrative: See Aut 2 and Sum 1 objectives</p> |

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| Sentence | <p>Review use of compound and complex (multi-clause) sentences, joining with range of conjunctions</p> <p>Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry</p> | | <p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as 'on the other hand' or 'several weeks later'] and ellipsis, to ensure that the reader is engaged, follows and wants to read on</p> <p>More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference); use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (e.g. If one were to.....)</p> <p>Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject; can also be used to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (an implied subject that carried out the action).</p> | | | |
| Word level Inc punctuation | <p>Accurate punctuation of dialogue</p> <p>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</p> <p>Commas are also useful to group extra information (parenthesis) for the reader between a pair of commas and place into a sentence – this allows the reader to see how this information is separate to the main clause but provides extra detail</p> | <p>Placement of speech tags before, in between speech or after speech</p> <p>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</p> | <p>Placement of speech tags before, in between speech or after speech</p> <p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p>Colons can direct your reader to pay attention to what's next, set up longer list of items</p> <p>Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p> | <p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p> <p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> <p>Colons can set up a surprise or dramatic pause</p> <p>Placement of speech tags before, in between speech or after speech</p> | <p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p> <p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> | <p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p>Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p> |

| Autumn | | | | Spring | | | | | Summer | | | | |
|--|--|--|--|--|---|--|--|--|--|--|--|--|--|
| Narrative  | NCR  | Narrative  | Persuasive Speeches  | NCR  | Dialogue  | Balanced argument  | Narrative  | Biography  | Advocacy Campaign  | Narrative  | Advocacy Poetry  | Blogs  | Narrative  |
|   |   |  |  |  | | |  |  |   |  |  | |   |
| 10 -15 steps | 15 steps | 10 steps | 15 steps | 15 steps | 10 steps | 5 steps | 15 steps | 10 steps | 15 steps | 10 steps | 5 steps | 10 steps | 15 steps |
| 50 -55 steps (approx. 10 – 11 weeks) | | | | 55 steps (approx. 11 weeks) | | | | | 60 steps (approx. 12 weeks) | | | | |