



# 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          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|            | <b>Lost and Found by Oliver Jeffers</b><br><b>Outcome</b> - Fiction: adventure story based on the structure of the text | <b>Nibbles by Emma Yarlett</b><br><b>Outcome</b> - Recount: diary entry   | <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          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|            | <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          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|            | <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>Stone Age Boy by Satoshi Kitamura</b><br><b>Outcome</b> - Fiction: historical narrative                       | <b>Big blue whale by Nicola Davies</b><br><b>Outcome</b> - Information text  | <b>Journey by Aaron Becker</b><br><b>Outcome</b> - Fiction: adventure story  | <b>Zeraffa Giraffa by Dianne Hofmeyr</b><br><b>Outcome</b> - Persuasion: leaflet  |
| 4          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|            | <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>Escape from Pompeii by Christina Balit</b><br><b>Outcome</b> - Fiction: historical narrative                  | <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 &amp; 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          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|            | <b>Queen of the falls by Chris Van Allsburg</b><br><b>Outcome</b> - Recount: series of diary entries                    | <b>The Lost Happy Endings by Carol Ann Duffy</b><br><b>Outcome</b> - Fiction: traditional tale                          | <b>Arthur and the Golden Rope by Joe Todd-Stanton</b><br><b>Outcome</b> - Fiction: myth                          | <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>The Hunter by Paul Geraghty</b><br><b>Outcome</b> - Fiction: journey story   |
| 6          | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>  | <b>Spring 2</b>  | <b>Summer 1</b>  | <b>Summer 2</b>   |
|            | <b>Star of Fear, Star of Hope by Jo Hoestlandt</b><br><b>Outcome</b> - Fiction: flashback story & Information text      | <b>Can we save the tiger? by Martin Jenkins</b><br><b>Outcome</b> - Information and Explanation: hybrid text            | <b>Selfish Giant by Oscar Wilde and Ritva Voutila</b><br><b>Outcome</b> - Fiction: classic fiction & Explanation | <b>Jemmy Button by Alix Barzelay</b><br><b>The Island by Jason Chin</b><br><b>Outcome</b> - Recount: journalistic writing & Discussion | <b>Manfish by Jennifer Berne</b><br><b>Outcome</b> - Fiction: Narrative & Biography  | <b>Sky Chasers by Emma Carroll</b><br><b>Outcome</b> - Narrative  |

| EYFS | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|------|--|--|---|---|---|--|
|      | <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  |
|      | <b>Development matters 40-60 months</b>  | <b>Development matters 40-60 months</b>  | <b>Development matters 40-60 months/ELG</b>   | <b>Development matters 40-60 months/ELG</b>   | <b>ELG</b>  | <b>ELG– supporting transition into Year 1</b>  |
|      | <b>Writing</b> <ul style="list-style-type: none"> <li>Give meaning to the marks as they draw, write and paint</li> <li>Hear and say the initial sounds in words</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence</li> <li>Write labels</li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Begin to break the flow of speech into words</li> <li>Hear and say the initial sound in words</li> <li>Link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Write labels and captions</li> <li><i>Write CVC words</i></li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Begin to break the flow of speech into words</li> <li>Write labels and captions</li> <li>Attempts to write short sentences in meaningful contexts</li> <li>Use phonic knowledge to write words in way which match their spoken sounds</li> <li>Spell some common irregular words</li> <li><i>Write CVC words</i></li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Attempts to write short sentences in meaningful contexts</li> <li>Use phonic knowledge to write words in ways which match spoken sounds</li> <li><i>Apply taught digraphs into writing</i></li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match spoken sounds</li> <li>Spell some common irregular words</li> <li>Write simple sentences which can be read by themselves and others</li> <li><i>Apply taught digraphs and trigraphs into writing</i></li> <li><i>Begin to write words with adjacent consonants</i></li> </ul> | <b>Writing</b> <ul style="list-style-type: none"> <li>Use phonic knowledge to write words in ways which match spoken sounds</li> <li>Spell some common irregular words</li> <li>Write simple sentences which can be read by themselves and others</li> <li>Write phonetically plausible words</li> <li><i>Use key features of narrative in own writing (EXC)</i></li> <li><i>Have an awareness of a capital letter and full stop when writing a simple sentence</i></li> </ul> |

| 1 | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|--|--|--|---|--|--|
|   | <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        | <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 | <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 | <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 | <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   | <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   |
|   | <b>Outcome</b><br>Fiction: adventure story based on the structure of <i>Lost and Found</i><br><b>Greater Depth</b><br>Change the setting of the story  | <b>Outcome</b><br>Recount: diary entry<br><b>Greater Depth</b><br>Add in further details about other characters' feelings  | <b>Outcome</b><br>Fiction: journey story based on the structure of <i>The Lion Inside</i> .<br><b>Greater Depth</b><br>Change both animals in the story.   | <b>Outcome</b><br>Fiction: adventure 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.                               | <b>Outcome</b><br>Fiction: fantasy story based on the structure of <i>Toys in Space</i> .<br><b>Greater Depth</b><br>Choose their own toy to write about and change the space creature.<br><br>Extension: instructions | <b>Outcome</b><br>Fiction: traditional story based on the structure of <i>Goldilocks and just the one bear</i> .<br><b>Greater Depth</b><br>Change the animal and the setting<br><br>Extension: non-chronological report |
|   | <b>Sentence</b><br>Combine words to make sentences   | <b>Sentence</b><br>Join words using <i>and</i>   | <b>Sentence</b><br>Join words and clauses using <i>and</i>   | <b>Sentence</b><br>Join words and clauses using <i>and</i>  | <b>Sentence</b><br>Join words and clauses using <i>and</i>   | <b>Sentence</b><br>Join words and clauses using <i>and</i><br>Use simple description   |
|   | <b>Text</b>  | <b>Text</b><br>Use plural noun suffixes -s and -es<br>Sequence sentences to form short narratives (link ideas or events by pronoun)  | <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 the prefix un-          | <b>Text</b><br>Add suffixes to verbs where no change is needed to the root  | <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-  | <b>Text</b><br>Sequence sentences to form short narratives (link ideas or events by pronoun)   |
|   | <b>Punctuation</b><br>Leave spaces between words<br>Begin to use capital letters and full stops<br>Use a capital letter for names of people and the personal pronoun 'I'   | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop<br>Use a capital letter for names of people   | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks                                | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark   | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  | <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   |
|   | <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 |  |  |   |  |  |

| 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><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>Diary entry to include the feelings of the other character  | <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>Use 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</i> , <i>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 <i>when</i> , <i>if</i> , <i>that</i> , <i>or because</i> ) and co-ordination (using <i>or</i> , <i>and</i> , <i>or but</i> )<br>Use 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 Swindell  | <b>Stone Age Boy by Satoshi Kitamura</b><br>The Iron Man by Ted Hughes   | <b>Big Blue Whale by Nicola Davies</b><br>This morning I met a whale by Michael Morpurgo  | <b>Journey by Aaron Becker</b><br>Tilly Mint Tales by Berlie Doherty   | <b>Zeraffa Giraffa by Dianne Hofmeyr</b><br>The White Fox by Jackie Morris  |
|   | <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>Fiction: write a story set in the Stone Age<br><b>Greater Depth</b><br>Write from the POV of a person from the Stone Age                                   | <b>Outcome</b><br>Persuasion: informative article persuading for the protection of the blue whale<br><b>Greater Depth</b><br>Include a fact file about other endangered sea creatures | <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>Outcome</b><br>Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris<br><b>Greater Depth</b><br>Include a section of a researched Paris landmark                      |
|   | <b>Sentence</b><br>Use prepositions to express time, place and cause.   | <b>Sentence</b><br>Use conjunctions and adverbs to express, time, place and cause<br>Use a or an according to whether the next word begins with a vowel or consonant | <b>Sentence</b><br>Form nouns with a range of prefixes<br>Use present and past tenses correctly and consistently including the progressive form and the present perfect form | <b>Sentence</b><br>Build an increasing range of sentence structures<br>Use adverbs to express time, place and cause   | <b>Sentence</b><br>Use the present perfect form of verbs in contrast to the past tense<br>Use prepositions, conjunctions and adverbs to express time, place and cause<br>Use a or an according to whether the next word begins with a vowel or consonant | <b>Sentence</b><br>Build an increasing range of sentence structures<br>Use present and past tenses correctly and consistently including the progressive form and the present perfect form |
|   | <b>Text</b><br>Group related ideas into paragraphs<br>Build a varied and rich vocabulary  | <b>Text</b><br>In narratives, create characters, settings and plot   | <b>Text</b><br>Build a varied and rich vocabulary  | <b>Text</b><br>Assess the effectiveness of own and others' writing (non-fiction)<br>Use headings and sub-headings to aid presentation   | <b>Text</b><br>Group related ideas into paragraphs   | <b>Text</b><br>In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation   |
|   | <b>Punctuation</b><br>Use inverted commas to punctuate direct speech (introduction)   | <b>Punctuation</b><br>Use inverted commas to punctuate direct speech   | <b>Punctuation</b><br>Use inverted commas to punctuate direct speech (and to show relationship between two characters)   | <b>Punctuation</b>  | <b>Punctuation</b>   | <b>Punctuation</b>  |

| 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 Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith                         | <b>Escape from Pompeii by Christina Balit</b><br>Pompeii: A Roman Girl's Diary by Sue Reid  | <b>When the Giant stirred by Celia Godkin</b><br>Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies | <b>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 Seconds by Jen Green</b><br>The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys | <b>Blue John by Berlie Doherty</b><br>Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls  |
|   | <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 from Leon's point of view<br><b>Greater Depth</b><br>Write from a different POV   | <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>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>Information text: information board for a rainforest exhibit<br><b>Greater Depth</b><br>Include an interactive element   | <b>Outcome</b><br>Letters: letter to a caving enthusiast, including an explanation<br><b>Greater Depth</b><br>Include a paragraph of information.   |
|   | <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<br>Use Standard English forms for verb inflections | <b>Sentence</b><br>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms<br>Use Standard English forms for verb inflections | <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  | <b>Sentence</b><br>Build a varied and rich vocabulary and an increasing range of sentence structures<br>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms |
|   | <b>Text</b><br>Organise paragraphs around a theme (to organise and sequence more extended narrative structures)<br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | <b>Text</b><br>Build a varied and rich vocabulary  | <b>Text</b><br>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)   | <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>Use paragraphs to organise information and ideas around a theme  |
|   | <b>Punctuation</b><br>Use commas after fronted adverbials<br>Re-cap: Use inverted commas for direct speech (Year 3)  | <b>Punctuation</b><br>Indicate possession by using the possessive apostrophe with plural nouns.<br>The grammatical difference between plural and possessive 's'      | <b>Punctuation</b><br>Use and punctuate direct speech (using dialogue to show the relationship between characters)  | <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.<br>The grammatical difference between plural and possessive 's'                        | <b>Punctuation</b>  |

| 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>Arthur and the Golden Rope by Joe Todd-Stanton</b><br><i>Myths of the Norsemen by Roger Lancelyn Green</i>   | <b>The Darkest Dark by Chris Hadfield</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>The Hunter by Paul Geraghty</b><br><i>The child's elephant by Rachel Campbell-Johnston</i>  |
|   | <b>Outcome</b><br>Recount: series of diary entries<br><b>Greater Depth</b><br>Series of diary entries 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: myth<br>Create heroes, villains and monsters<br><b>Greater Depth</b><br>Vary the viewpoint from which the myth is told   | <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 radio broadcast as expert                      | <b>Outcome</b><br>Fiction: adventure 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>Sentence</b><br>Use fronted adverbials  | <b>Sentence</b><br>Use expanded noun phrases to convey complicated information concisely                                     | <b>Sentence</b><br>Use expanded noun phrases to convey complicated information concisely<br>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | <b>Sentence</b><br>Variety of verb forms used correctly and consistently including the present perfect<br>Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions | <b>Sentence</b><br>Use modal verbs to indicate degrees of possibility  | <b>Sentence</b><br>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun<br>Use adverbs to indicate degrees of possibility |
|   | <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<br>Link ideas using tense choices  | <b>Text</b><br>Use devices to build cohesion within a paragraph<br>Choose the appropriate register<br>Enhance meaning through selecting appropriate grammar and vocabulary | <b>Text</b><br>Use a wider range of devices to build cohesion across paragraphs<br>Link ideas using tense choices  |
|   | <b>Punctuation</b><br>Commas after fronted adverbials<br>Use commas to clarify meaning or avoid ambiguity in writing                     | <b>Punctuation</b><br>Use of inverted commas and other punctuation to punctuate direct speech                                | <b>Punctuation</b><br>Use commas to clarify meaning or avoid ambiguity in writing   | <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>   |

| 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><i>An Eagle in the snow by Michael Morpurgo</i>  | <b>Can we save the tiger? by Martin Jenkins</b><br><i>Jungle Book by Rudyard Kipling</i>  | <b>Selfish Giant by Oscar Wilde</b><br><i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i>                | <b>Jemmy Button by Alix Barzelay &amp; Island by Jason Chin</b><br><i>The Explorer by Katherine Rundell</i>   | <b>Manfish by Jennifer Berne</b><br><i>Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)</i> | <b>Sky Chasers by Emma Carroll</b><br><i>The Unforgotten Coat by Frank Cottrell Boyce</i>  |
|   | <b>Outcome</b><br>Fiction: flashback story<br>Information text<br><b>Greater Depth</b><br>To write a narrative with a flashback including a section in recount genre<br><i>e.g. diary, letter, eye-witness account</i> | <b>Outcome</b><br>Information/ explanation/ persuasion: hybrid text<br>Recount: diary<br><b>Greater Depth</b><br>Write a Newsround TV style story | <b>Outcome</b><br>Fiction: classic narrative<br>Explanation<br><b>Greater Depth</b><br>Write the narrative from a different viewpoint  | <b>Outcome</b><br>Recount: journalistic report (hybrid text)<br>Discussion<br><b>Greater Depth</b><br>Write a magazine article/hybrid text            | <b>Outcome</b><br>Recount: biography<br>Fiction<br><b>Greater Depth</b><br>Add in a script commentary about role in conservation debate  | <b>Outcome</b><br>Fiction: adventure story<br>Recount: autobiography<br><b>Greater Depth</b><br>Include a section written from the viewpoint of another person |
|   | <b>Sentence</b><br>Use expanded noun phrases to convey complicated information concisely (Y5)<br>Use passive verbs   | <b>Sentence</b><br>Use modal verbs or adverbs to indicate degrees of possibility  | <b>Sentence</b><br>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms<br>Use passive verbs | <b>Sentence</b><br>Use passive verbs<br>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms | <b>Sentence</b><br>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)  | <b>Sentence</b><br>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms  |
|   | <b>Text</b><br>Link ideas across paragraphs using a wider range of cohesive devices (Y5)<br>Integrate dialogue to convey character and advance the action  | <b>Text</b><br>Enhance meaning through selecting appropriate grammar and vocabulary   | <b>Text</b><br>Distinguish between the language of speech and writing<br>Integrate dialogue to convey character and advance the action | <b>Text</b><br>Use a wider range of devices to build cohesion<br>Use organisational and presentational devices to structure text                      | <b>Text</b><br>Use a wider range of devices to build cohesion  | <b>Text</b><br>Identify the audience and purpose for writing<br>Choose the appropriate register  |
|   | <b>Punctuation</b><br>Use a colon to introduce a list (Punctuate bullet points consistently)   | <b>Punctuation</b><br>Use a colon to introduce a list<br>Use brackets, dashes or commas to indicate parenthesis                                   | <b>Punctuation</b><br>Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently)            | <b>Punctuation</b><br>Use colons or dashes to mark boundaries between independent clauses   | <b>Punctuation</b><br>Use a colon to introduce a list and use of semi-colons within lists<br>Use hyphens to avoid ambiguity  | <b>Punctuation</b><br>Use semi-colons, colons or dashes to mark boundaries between independent clauses   |