

Helsby Hillside Primary School  
English Essential Learning



With kindness, respect and gratitude, together we aim high in all we do.

Year Group	Writing outcomes	English - Essential Learning
Year One	<p>Autumn One</p> <p>To write a diary entry based on an adventure.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Make phonetically plausible attempts at words</li> <li>• Compose a sentence orally before writing it</li> <li>• Combine words to make sentences</li> <li>• Use capital letters for names of people and the personal pronoun 'I'</li> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> <li>• Join words using and</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use capital letters for names of people</li> <li>• Sequence sentences to form short narratives (link ideas or events by pronoun)</li> <li>• Use some simple description</li> <li>• Write in 1st person (based on own experiences)</li> <li>• To begin to link events using and</li> <li>• To sequence events in order</li> <li>• Write in past tense</li> </ul>
	<p>Autumn Two</p> <p>To write an adventure story.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Break down speech into words</li> <li>• Link sounds to letters</li> <li>• Make phonetically plausible attempts at words</li> <li>• Write some irregular common words</li> <li>• Combine words to make sentences</li> <li>• Leave spaces between words</li> <li>• Begin to use capital letters and full stops</li> <li>• Use capital letters for names of people and the personal pronoun 'I'</li> <li>• Use some story language</li> <li>• Include and describe a new animal character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence</li> <li>• Include a beginning, middle and end</li> </ul>

	<p>Spring One</p> <p>To write a story focusing on character.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it</li> <li>• Join words using and</li> <li>• Use plural noun suffixes -s and -es</li> <li>• Use capital letters for names of people</li> <li>• Leave spaces between words</li> <li>• Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks</li> <li>• Join words and clauses using and</li> <li>• Some accurate use of the prefix un-</li> <li>• Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est</li> <li>• Use some story language</li> <li>• Include and describe new characters</li> <li>• Include and describe the setting</li> <li>• Write simple sentences in sequence (link ideas with pronouns)</li> <li>• Include a beginning, middle and end</li> </ul>
	<p>Spring Two</p> <p>To write an adapted story based on the structure of the key text.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Punctuate sentences using capital letters and a full stop, some question marks and exclamation marks</li> <li>• Use 'and' between words and some clauses</li> <li>• Some accurate use of the prefix un-</li> <li>• Some accurate use of suffixes (where no change is needed to the root of the word) e.g. - ed, -ing, -er, -est</li> <li>• Leave spaces between words</li> <li>• Join words and clauses using and</li> <li>• Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est</li> <li>• Use some story language</li> <li>• Include and describe a character</li> <li>• Include and describe the setting (new setting for greater depth)</li> <li>• Write simple sentences in sequence Include a beginning, middle and end</li> </ul>
	<p>Summer One</p> <p>To write information</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un-</li> </ul>

	about sea animals.	<ul style="list-style-type: none"> <li>• Write simple sentences linked to the topic</li> <li>• Write in the present tense</li> <li>• Link ideas through subject or pronoun.</li> </ul>
	<p>Summer Two</p> <p>To write a new version of the key text focusing on character and setting.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes to verbs where no change is needed to the root e.g. -ed, -er, -ing, -est</li> <li>• Change the meaning of verbs and adjectives by adding the prefix un-</li> <li>• Join words and clauses using and</li> <li>• Use simple description</li> <li>• Sequence sentences to form short narratives (link ideas or events by pronouns)</li> <li>• Use a capital letter for places and days of the week</li> <li>• Apply story language</li> <li>• Include simple description for character and setting</li> <li>• Sequence events</li> <li>• Include a beginning, middle and end</li> <li>• Write in past tense</li> </ul>
Year Two	<p>Autumn One</p> <p>To write a story based on, 'Troll Swap' focusing on character.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Combine words to make sentences</li> <li>• Join words and clauses using and</li> <li>• Sequence sentences to form short narratives</li> <li>• Leave spaces between words</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Use punctuation correctly – full stops, capital letters</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use subordination (because) and coordination (and)</li> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul>

	<p>Autumn Two</p> <p>To write a fact sheet about owls.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives</li> <li>• Join words and clauses using and</li> <li>• Use subordination (because)</li> <li>• Add suffixes to verbs where no change is needed to the root</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use co-ordination (but, or)</li> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Write for different purposes</li> <li>• Use commas to separate items in a list</li> <li>• Specific vocabulary linked to the topic</li> <li>• Use clear and precise description</li> <li>• Write in present tense</li> <li>• Include a title, sub-headings and an introduction</li> <li>• Group information effectively</li> <li>• Include facts from research</li> </ul>
	<p>Spring One</p> <p>To write an adapted story based upon, 'The Dragon Machine'.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use subordination (because) and coordination (and)</li> <li>• Write expanded noun phrases to describe and specify</li> <li>• Use punctuation correctly - full stop, capital letters</li> <li>• Add suffixes to verbs where no change is needed to the root (Y1)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past tenses correctly and consistently (some progressive)</li> <li>• Read aloud with intonation</li> <li>• Use punctuation correctly - exclamation marks, question marks</li> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Use past tense consistently and correctly</li> <li>• Write in 3rd person</li> <li>• Sequence of events with beginning, middle and end</li> </ul>

	<p>Spring Two</p> <p>To write a non-chronological report based on London and the impact of the fire.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Create and describe settings</li> <li>• Explore non-fiction features</li> <li>• Add -ing and -ed to verbs</li> <li>• Use the possessive apostrophe within sentences</li> <li>• Include commands within instructions.</li> <li>• Apply apostrophes for omission to words.</li> <li>• Write a variety of verb and adverbs to inform the reader.</li> <li>• Write using past progressive verbs within a recount.</li> </ul>
	<p>Summer One</p> <p>To write a persuasive letter</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Include some use of subordination (because, when) and coordination (and, but)</li> <li>• Use punctuation correctly (as taught so far)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly- apostrophes for contracted forms</li> <li>• Include detail and description to inform the reader</li> <li>• Use a range of sentence forms to address the reader</li> <li>• Write in 1st person</li> <li>• Include personal comments and own viewpoint</li> <li>• Use openings and closings e.g. dear, opening statement to state why we are writing, from</li> </ul>
	<p>Summer Two</p> <p>To write an adapted story based on the key text. character and setting.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly - apostrophes for contracted forms</li> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Add suffixes to spell longer words e.g -ment, -ful</li> </ul>

		<ul style="list-style-type: none"> <li>• Use phrases from story language</li> <li>• Create and describe characters</li> <li>• Create and describe settings</li> <li>• Sequence of events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>
Year Three	<p>Autumn One</p> <p>To write a letter retelling events</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and coordination (or, and, but)</li> <li>• Use present and past tenses consistently and correctly</li> <li>• Use progressive forms of verbs</li> <li>• Use expanded noun phrases</li> <li>• Write sentences with different forms: statement, command, question, exclamation</li> <li>• Group related ideas into paragraphs</li> <li>• Build a varied and rich vocabulary</li> <li>• Use prepositions to express time, place and cause</li> <li>• Introduce inverted commas to punctuate direct speech</li> <li>• Write in the first person</li> <li>• Use apostrophe in contractions</li> <li>• Provide detail through use of prepositions to express time, place and cause</li> <li>• Use a variety of sentence forms including statements and questions</li> <li>• Write in consistent past and present tense including progressive forms</li> <li>• Use some future tense verbs</li> <li>• Use layout and structure of a letter</li> <li>• Ensure chronological order to explain sequence of events</li> </ul>
	<p>Autumn Two</p> <p>To write a fantasy story based on a fable.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and coordination (or, and, but)</li> <li>• Use present and past tenses consistently and correctly</li> </ul>

		<ul style="list-style-type: none"> <li>• Use noun phrases and prepositions to add detail</li> <li>• Group related ideas into paragraphs</li> <li>• Use conjunctions and adverbs to express, time, place and cause</li> <li>• Use a or an according to whether the next word begins with a vowel or consonant</li> <li>• Create characters, settings and plot</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use small details to describe characters</li> <li>• Establish the setting in the first line</li> <li>• Include a setting to create atmosphere</li> <li>• Use imagery for description</li> <li>• Use 1<sup>st</sup> or 3<sup>rd</sup> person consistently</li> <li>• Use tenses appropriately</li> <li>• Sequence story and use paragraphs</li> </ul>
	<p>Spring One</p> <p>To write a story from the point of view of the boy.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use a range of co-ordinating and subordinating conjunctions</li> <li>• Create characters, settings and plot in narrative</li> <li>• Form nouns with a range of prefixes</li> <li>• Use present and past tenses correctly and consistently including progressive and present perfect forms</li> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</li> <li>• Build a varied and rich vocabulary</li> <li>• Write a sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd or 1st person consistently</li> <li>• Use tenses appropriately</li> <li>• Add historical detail to characters, setting and events</li> </ul>
	<p>Spring Two</p> <p>To write an informative,</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>



	persuasive article about whales.	<ul style="list-style-type: none"> <li>• Use conjunctions and prepositions to express time, place and cause</li> <li>• Use adverbs to express time</li> <li>• Group related ideas into paragraphs</li> <li>• Use adverbs to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> <li>• Use headings and subheadings to aid presentation</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Use persuasive language e.g. alliteration, repetition</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings, closing statement</li> </ul>
	<p>Summer One</p> <p>To write an adventure story based on, 'Journey' using specific language.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Group related ideas into paragraphs</li> <li>• Build an increasing range of sentence structures</li> <li>• Use adverbs to express time, place and cause</li> <li>• Use the present perfect form of verbs in contrast to the past tense</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</li> <li>• Group related ideas into paragraphs</li> <li>• Use a or an according to whether the next word begins with a noun or a consonant</li> <li>• Use small details to describe characters</li> <li>• Include a setting to create atmosphere</li> <li>• Sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>

	<p>Summer Two</p> <p>To write a persuasive guide for visiting Zoraffa.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use full stops, capital letters, exclamation marks, question marks, commas and apostrophes</li> <li>• Include fronted adverbials with commas</li> <li>• Apply some use of grouping related ideas in paragraphs</li> <li>• Build an increasing range of sentence structures</li> <li>• Use simple organisational devices including headings and sub-headings to aid presentation</li> <li>• Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</li> <li>• Use persuasive language e.g. alliteration, repetition.</li> <li>• Write in logical order</li> <li>• Use 2nd person or 3rd person to talk directly to the reader</li> <li>• Select organisational features e.g. opening statement, sub-headings.</li> </ul>
Year Four	<p>Autumn One</p> <p>To write a narrative based on the story of 'Gorilla'</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)</li> <li>• Group related ideas into paragraphs (Y3)</li> <li>• Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)</li> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use fronted adverbials</li> <li>• Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</li> <li>• Use commas after fronted adverbials</li> <li>• Use small details to describe characters</li> <li>• Use small details for time, place and mood</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use tenses appropriately</li> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> </ul>

	<p>Autumn Two</p> <p>To write a diary entry involving dialogue</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Develop character and setting</li> <li>• Group related ideas into paragraphs</li> <li>• Use conjunctions to express time, place and cause</li> <li>• Build an increasing range of sentence structures</li> <li>• Use Standard English forms for verb inflections</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Recognise the difference between plural and possessive 's'</li> <li>• Build a varied and rich vocabulary</li> <li>• Use small details to describe characters and evoke a response</li> <li>• Use small details for time, place and mood</li> <li>• Use 1st person consistently</li> <li>• Write in consistent past tense</li> <li>• Write in chronological order</li> <li>• Write an opening paragraph to share thoughts and feelings and to summarise the day</li> <li>• Finish with a personal comment about hopes or concerns for the future</li> </ul>
	<p>Spring One</p> <p>To write a story from the point of view from one of the children.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>• Create characters, settings and plot in narrative</li> <li>• Group related ideas into paragraphs</li> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use Standard English for verb inflections</li> <li>• Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)</li> <li>• Use and punctuate direct speech (using dialogue to show the relationship between characters)</li> <li>• Write a sequence of events to follow the structure of the model story</li> <li>• Write an opening paragraph and further paragraphs for each stage</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 3rd or 1st person consistently</li> </ul>

		<ul style="list-style-type: none"> <li>• Use tenses appropriately</li> <li>• Add historical detail to characters, setting and events</li> </ul>
	<p>Spring Two</p> <p>To write their own version of, 'When the Giant Stirred' in the first person.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use past and present tenses appropriately</li> <li>• Sequence events</li> <li>• Section story into beginning, middle and end</li> <li>• Use 3rd person consistently</li> <li>• Write expanded noun phrases (Y2)</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use small details to describe characters and for time, place and mood</li> </ul>
	<p>Summer One</p> <p>To write an informative piece based on the rainforest.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Revise use of simple organisational devices in non-narrative material</li> <li>• Write in the present tense</li> <li>• Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)</li> <li>• Use subordination (when, if, that, because) and coordination (or, and, but)</li> <li>• Use expanded noun phrases</li> <li>• Build a varied and rich vocabulary</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</li> <li>• Recognise the grammatical difference between plural and possessive 's</li> <li>• Use specific vocabulary e.g. fruit bats, and some technical vocabulary e.g. nocturnal, mammal</li> <li>• Write in present tense</li> </ul>

		<ul style="list-style-type: none"> <li>Use layout features e.g. questions to draw in the reader; headings and subheadings, paragraphs to group related ideas, diagrams</li> </ul>
	<p>Summer Two</p> <p>To write a letter in role as an expert on cave formations</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>Include full stops, capital letters, exclamation marks, question marks, commas and apostrophes</li> <li>Group related ideas into paragraphs</li> <li>Use past and present tense consistently</li> <li>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrase</li> <li>Build a rich and varied vocabulary and an increasing range of sentence structures</li> <li>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>Use paragraphs to organise information and ideas around a theme</li> <li>Use language to explain a process or how something works</li> <li>Use some technical vocabulary</li> <li>Use simple present tense</li> <li>Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of</li> <li>Use organisational features e.g. opening statement, paragraphs, steps explained in logical order; diagrams and flowchart</li> <li>Choose sentence forms to address the reader directly</li> <li>Use fronted adverbials to introduce paragraphs</li> <li>Use layout features including an address/date, suitable closing</li> </ul>
Year Five	<p>Autumn One</p> <p>To write a diary about the significant events in Annie Edson Taylor's life.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>Use fronted adverbials</li> <li>Use a variety of verb forms consistently and correctly</li> <li>Organise paragraphs around a theme</li> <li>Identify the audience for and purpose of writing</li> <li>Organise paragraphs around a theme with a focus on more complex narrative structures</li> <li>Use commas after fronted adverbials</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Engage reader through use of description, feelings and opinions</li> <li>Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards)</li> <li>Use rhetorical questions to engage reader</li> </ul>

		<ul style="list-style-type: none"> <li>• Use consistent 1st person</li> <li>• Write in consistent tense including progressive and perfect forms</li> <li>• Include the 5Ws – who, what, where, when, why and how</li> </ul>
	<p>Autumn Two</p> <p>To write a traditional tale focusing on descriptive settings, characters and an alternative ending.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Use a variety of verb forms consistently and correctly</li> <li>• Organise paragraphs around a theme</li> <li>• Use a range of sentences with more than one clause (when, if, because, although)</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Describe settings, characters and atmosphere</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> <li>• Develop and keep characters consistent through description</li> <li>• Develop settings through description and link this with the characters or plot</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Vary story opening: start with dialogue, action or description</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> </ul>
	<p>Spring One</p> <p>To write a myth and create a variety of characters and settings.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech (Y4)</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Link ideas across paragraphs using adverbials</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing</li> <li>• Vary story openings: start with dialogue, action or description</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to move action forward</li> </ul>

		<ul style="list-style-type: none"> <li>• Create a plot: a journey, a quest or a series of trials for the hero</li> <li>• Create characters which behave in superhuman ways with unusual powers or strong characteristics</li> <li>• Create a magic object which may symbolise something</li> </ul>
	<p>Spring Two</p> <p>To write a formal biography about Chris Hadfield.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Organise paragraphs around a theme</li> <li>• Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun</li> <li>• Use a variety of verb forms used correctly and consistently</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing</li> <li>• Link ideas across paragraphs using adverbials and tense choices</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Engage reader through use of description, feelings and opinions</li> <li>• Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary</li> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>
	<p>Summer One</p> <p>To write a narrative based on the structure of 'The Hunter'.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Use a variety of verb forms consistently and correctly (including progressive and present perfect)</li> <li>• Organise paragraphs around a theme</li> <li>• Use a range of sentences with more than one clause (when, if, because, although)</li> <li>• Use fronted adverbials</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Apply adverbs to indicate degrees of possibility</li> <li>• Use a wider range of devices to build cohesion across paragraphs</li> <li>• Link ideas using tense choices</li> <li>• Develop and keep characters consistent through description</li> <li>• Develop settings through description and link this with the characters or plot</li> <li>• Use paragraphs to vary pace and emphasis</li> </ul>



		<ul style="list-style-type: none"> <li>• Re-tell of a series of events leading up to a high impact resolution.</li> <li>• Combine action, dialogue and description</li> <li>• Include powerful, evocative language for settings and characters</li> </ul>
	<p>Summer Two</p> <p>To write a persuasive leaflet to give information about waste management.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession)</li> <li>• Organise paragraphs around a theme</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use relative clauses to add detail and description</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> <li>• Use modal verbs to indicate degrees of possibility</li> <li>• Use devices to build cohesion within a paragraph</li> <li>• Choose the appropriate register</li> <li>• Use brackets, dashes or commas to indicate parenthesis (recap)</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use precise word choices</li> <li>• Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would)</li> <li>• Use persuasive language: quotes and rhetorical questions</li> <li>• Directly appeal to the reader</li> <li>• Support points using persuasive examples and provide evidence</li> <li>• Provide well-developed factual information for the reader</li> <li>• Include a summarising statement</li> </ul>
Year Six	<p>Autumn One</p> <p>To write a story with a flashback from another character's point of view.</p>	<p>In this unit, the children will,</p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph</li> <li>• Link ideas across paragraphs using adverbials of time, place and number</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech</li> <li>• Use Y5 standard punctuation</li> <li>• Use consistent and correct tense</li> <li>• Use expanded noun phrases to convey complicated information concisely (recap from Y5)</li> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> </ul>



		<ul style="list-style-type: none"> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use small details for characters to amuse, entertain or create drama</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Manipulate tense and verb forms</li> <li>• Manipulate structure using a flashback</li> <li>• Use paragraphs to vary pace and emphasis</li> </ul>
	<p>Autumn Two</p> <p>To write a hybrid text including information, explanation and persuasion about a chosen animal.</p>	<p>In this unit, the children will,</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Apply persuasive language</li> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Use clear organisational features</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use modal verbs and adverbs to indicate degrees of possibility</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> <li>• Use concise word choices</li> <li>• Select language to appeal to the reader</li> <li>• Clarify technical vocabulary</li> <li>• Adapt formality to suit purpose and audience</li> <li>• Provide well-developed factual information for the reader</li> <li>• Manipulate style for specific purpose and audience (hybrid text)</li> <li>• Include a summarising statement</li> </ul>
	<p>Spring One</p> <p>To write a classical fiction piece based on the text, 'The Selfish Giant'.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Use brackets, dashes or commas to indicate parenthesis (Y5)</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</li> <li>• Distinguish between the language of speech and writing</li> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Use passive verbs</li> </ul>

		<ul style="list-style-type: none"> <li>• Use semi-colons to mark boundaries between independent clauses</li> <li>• Use language carefully to influence the reader's opinion of a character, place or situation</li> <li>• Use archaic language</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</li> <li>• Give clues to the reader about when the story takes place - what characters are wearing, buildings, horse drawn carriage rather than cars etc</li> </ul>
	<p>Spring Two</p> <p>To write a journalistic report about Charles Darwin's discoveries.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary</li> <li>• Distinguish between the language of speech and writing</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Use Y5 standard punctuation correctly</li> <li>• Use semi-colons to mark boundaries between independent clauses (GD)</li> <li>• Use passive verbs</li> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Use colons to mark boundaries between independent clauses</li> <li>• Add details of the 5Ws throughout piece – who, what, where, when, why and how</li> <li>• Direct address to the reader through questions as subheadings</li> <li>• Use quotes from people to provide opinions and information</li> <li>• Use passive voice for ambiguity</li> <li>• Use appropriate formality for intended audience</li> <li>• Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question</li> </ul>
	<p>Summer One</p> <p>To write a biography.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Organise paragraphs around a theme</li> <li>• Use fronted adverbials</li> <li>• Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition</li> <li>• Use punctuation at Y5 standard correctly</li> </ul>

		<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</li> <li>• Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>• Use a colon to introduce a list and use semi-colons within lists</li> <li>• Use hyphens to avoid ambiguity</li> <li>• Select the appropriate style to engage the audience</li> <li>• Use direct and reported speech to express a range of viewpoints</li> <li>• Use verb tenses consistently and correctly</li> <li>• Use real life facts, including dates and place names</li> <li>• Use thematic language specific to the subject</li> <li>• Use formal language appropriately</li> </ul>
	<p>Summer Two</p> <p>To write a narrative in the style of the author of, 'Sky Chasers' from two different viewpoints.</p>	<p>In this unit, the children will:</p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Select appropriate grammar and vocabulary</li> <li>• Integrate dialogue to convey character and advance the action</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Identify the audience and purpose for writing</li> <li>• Choose the appropriate register</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use language carefully to influence the reader's opinion of a character, place or situation</li> <li>• Use powerful and varied verbs for action</li> <li>• Use paragraphs to vary pace and emphasis</li> <li>• Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood</li> <li>• Combine action, dialogue and description</li> </ul>