

# **Highbank Primary and Nursery School**

## **Progression Map**

### **Writing**



Our aim is to create children who are confident and competent writers. This means we teach them to follow a process of writing that they can use and follow through their lives.

At Highbank we have one voice. We believe we are not producing 'good writing' instead, we are growing 'amazing writers'. Teaching is consistent across year groups whilst also ensuring staff still channel their own individual personality and flair.

Writing at Highbank follows a sequence of learning and the audience of our writing is authentic with a clear purpose; when planning their unit of writing, staff begin with the outcome they want like to achieve. Children are able to talk about the writing journey they are on, and are able to articulate the purpose of each stage of their writing.

Staff at Highbank model high quality writing, use high quality texts and stimuli. Writing is engaging, exciting and purposeful. Writing links closely with our wider curriculum.

We celebrate writing by making bright spots visible. Teachers read exquisite sentences aloud and writing is regularly shared and published throughout the school and via twitter.

#### **Our aims:**

- To create confident writers
- To create competent writers
- To empower children to be able to write for a range of purposes
- To embed skills that support children throughout their lives

## WRITING OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<b>Setting description</b> Katie Morag UK	<b>Writing in Role</b> Gingerbread Man	<b>Retell</b> How to Catch a Star	<b>Narrative</b> Book of Butterflies	<b>Character Description</b> Billy's Bucket	<b>Poetry</b> Acrostic linked to animals
	<b>Recount</b> London	<b>Letter</b> Suffragettes	<b>Instructions</b> Joe Wicks	<b>Diary Entry</b> Great Fire of London	<b>Recount</b> Significant People	<b>Non-Chronological Report</b> Penguin
Y2	<b>Character Description</b> James and the Giant Peach	<b>Third Person Narrative</b> Taking Flight	<b>Setting Description</b> The Faraway Tree	<b>Diary Entry</b> The Plague	<b>Alternative Perspective Narrative</b> Little Red Riding Hood	<b>Narrative</b> Paddington
	<b>Report</b> France	<b>Letter</b> Lillian Greenwood	<b>Explanation</b> How to look after Clifton	<b>Poetry</b> The Magic Box	<b>Non-Chronological Report</b> Famous Female Explorers	<b>Science Report</b> Habitats
Y3	<b>Setting Description</b> The Black Hat	<b>Character Description</b> Mythical creature	<b>Narrative</b> The Dream Giver & BFG	<b>Non-Chronological Report</b> The Tudors	<b>Diary Entry</b> Little Freak	<b>Poetry</b> I'm walking with my Iguana
	<b>Persuasive Text</b> Kenya	<b>Letter</b> Queen	<b>Explanation</b> Plastic Bags in the Ocean	<b>Setting Description</b> The Tin Forest	<b>Instructions</b> Ancient Egypt	<b>Newspaper Report</b> Whale Washed Up
Y4	<b>First Person Narrative</b> Alma	<b>Setting Description</b> The Firework Maker's Daughter	<b>Diary Entry</b> I am not a refugee	<b>Narrative</b> Iron Man	<b>Poetry</b> Windy Day	<b>Diary Entry</b> The Lighthouse
	<b>Non-chronological Report</b> India	<b>Explanation</b> Crime and Punishment Through Time	<b>Persuasive Letter</b> Refugees	<b>Newspaper Report</b> Ancient Greeks	<b>Instructions</b> The Stone Age	<b>Letter</b> Buzz Aldrin - Moon Landing
Y5	<b>Character Description</b> Skellig	<b>Poetry</b> The Highwayman	<b>Narrative</b> The Ridge	<b>Narrative</b> The Tale of the Three Brothers	<b>Dialogue</b> How to Train Your Dragon	<b>Setting Description</b> Narnia/Doctor Who
	<b>Advertisement</b> South America	<b>Persuasive Speech</b> The Apartheid	<b>Letter</b> Poverty & homelessness	<b>Diary Entry</b> Roman Empire	<b>Explanation</b> How the Vikings Raided Anglo Saxons	<b>Non-Chronological report</b> <b>Endangered species</b> Blue Planet
Y6	<b>First Person Narrative</b> Francis Brandywine	<b>Political Speeches</b> Linked to Amanda Gorman	<b>Narrative</b> Avaitrice	<b>Internal monologue</b> Red scarf	<b>Recount</b> The Piano	<b>Letter</b> Wonder
	<b>Persuasive Advertisement</b> Canada/USA or Mexico	<b>Narrative</b> Michael Morpurgo 'Coming home'	<b>Non-chronological Report</b> Slavery	<b>Discussion</b> Should Britain have fought in WW2?	<b>Newspaper report</b> The Blitz	<b>Poetry</b> Legacy project

## Links to learning in EYFS

As soon as children begin their EYFS journey at Highbank, we ensure that they have ample opportunities to develop their fine motor control and precision, which helps with hand-eye coordination as well as strengthening their finger muscles. This will ensure they are best equipped to become amazing writers as they progress through the school. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts, and the practice of using small tools will allow the children to develop confidence and strength.

In addition, children will experience a range of planned writing opportunities, linked to the wider curriculum. This will ensure by the end of the EYFS, they are well prepared to reach the expected level of development. This includes: writing recognisable letters, most of which are correctly formed; spelling words by identifying sounds in them and representing the sounds with a letter or letters; writing simple phrases and sentences that can be read by others.

Ongoing writing activities throughout the year:

- Daily sentence time
- Name writing practice
- 'News'
- Daily phonic sessions
- Writing activities / expectations in the CIA areas
- FM activities
- GM opportunities outside
- Phonic / writing activities in the daily dash

F2 Writing Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recount	Letter writing	Poster & Instructions	Story writing	Letter writing	Fact File
	Story writing		Character descriptions		Story writing

Year 1	Autumn		Spring		Summer	
	<u>Autumn 1 - Fiction</u> Setting descriptions linked to UK - Katie Morag	<u>Autumn 2 - Fiction</u> Writing in-role the Gingerbread Man	<u>Spring 1 - Fiction</u> Retell a story How to Catch A Star	<u>Spring 2 - Fiction</u> Narrative Book of Butterflies (Litshed resources)	<u>Summer 1 - Fiction</u> Billy's Bucket- descriptive	<u>Summer 2- Fiction</u> Poetry- Acrostic and list (Litshed unit)
	<p><b>Audience:</b> Year 3 class <b>Purpose:</b> To entertain</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>Orally rehearse what they are going to write</li> <li>Sit comfortably at a table and hold a pencil correctly</li> <li>Segment spoken words into phonemes and represent these in graphemes (special friends)</li> <li>Form lowercase letters in the correct direction</li> <li>Use 'and' to join main clauses</li> </ul>	<p><b>Audience:</b> Twitter <b>Purpose:</b> To entertain</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>To use the prefix 'un' (unkind)</li> <li>To add the suffix 'ing' and 'ed'</li> <li>To write a single sentence with a capital letter and full stops</li> <li>To use finger spaces</li> <li>To being to use adjectives</li> </ul>	<p><b>Audience:</b> Year 2 class <b>Purpose:</b> To entertain</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>Orally rehearse a narrative</li> <li>Begin to spell common exception words</li> <li>Use exclamation marks</li> <li>To use adjectives</li> <li>To use capital letters and full stops</li> <li>To read my work to check it makes sense</li> </ul>	<p><b>Audience:</b> Twitter <b>Purpose:</b> To entertain</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>To orally rehearse a narrative</li> <li>To write a single sentence using a capital letter and full stop</li> <li>To use the conjunction and and after</li> <li>To use adjectives</li> <li>To use an exclamation mark</li> <li>To read work aloud to check it makes sense</li> </ul>	<p><b>Audience:</b> To go on display <b>Purpose:</b> To entertain</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>I can read my own writing aloud clearly to check it makes sense.</li> <li>I can orally rehearse sentences and sequence</li> <li>I can join words and clauses with the conjunction 'and'</li> <li>I can demarcate sentences using a capital letter and a full stop</li> <li>I can try to use adjectives (e.g. we had a <i>wonderful</i> time)</li> <li>I can use a capital letter for names of people, places, days of the week and the personal pronoun 'I'</li> </ul>	<p><b>Audience:</b> Twitter <b>Purpose:</b> To perform</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>I can spell most Year 1 common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words. *</li> <li>I can form most letters correctly. *</li> <li>I can add – s or –es to make plurals correctly (e.g. dogs, boxes)</li> <li>I can use exclamation marks</li> <li>I can try to use adjectives (e.g. we had a <i>wonderful</i> time)</li> </ul>
	<p><u>Autumn 1 - Non-Fiction</u> In school Recount</p> <p><b>Audience:</b> Parents for parents evening <b>Purpose:</b> To entertain</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>To orally rehearse and sequence sentences to form short non-fiction texts</li> <li>Form letters correctly with a difference between upper and lowercase</li> <li>To use capital letters</li> <li>To use full stops</li> <li>To add s or es to plural words</li> <li>To use finger spaces between words</li> <li>To use 'and' to join main clauses</li> </ul>	<p><u>Autumn 2 - Non-Fiction</u> Letter linked to Suffragettes (School Council- Lisa)</p> <p><b>Audience:</b> Mr Noble <b>Purpose:</b> To persuade</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>To orally sequence events</li> <li>To add the suffix 'er' and 'est' to root words</li> <li>To use capital letters for nouns</li> <li>To use the personal pronoun 'I'</li> <li>To use question marks</li> <li>Read my work back clearly</li> </ul>	<p><u>Spring 1 – Non-Fiction</u> Instructions linked Joe Wickes</p> <p><b>Audience:</b> F2 children <b>Purpose:</b> To instruct an exercise</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>Orally sequence and rehearse</li> <li>Add 's' or 'es' to make my writing plural</li> <li>Use the conjunction and</li> <li>read my work back and check it makes sense</li> <li>to use an exclamation mark</li> <li>to use the conjunctions because/so*</li> </ul> <p><b>*Greater depth</b></p>	<p><u>Spring 2 – Non-Fiction</u> Diary entry – Great Fire of London</p> <p><b>Audience:</b> The History Crew <b>Purpose:</b> To inform</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>to orally rehearse what I'm going to write</li> <li>To use capital letters for proper nouns</li> <li>To write in the past tense consistently</li> <li>to use question marks</li> <li>to spell most year one common exception words correctly</li> <li>to use the plural 's' and 'es'</li> </ul>	<p><u>Summer 1 – Non-Fiction</u> Recount Significant people</p> <p><b>Audience:</b> Mrs Lister <b>Purpose:</b> To inform</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>I can join words and clauses with the conjunction 'and'</li> <li>I can demarcate many sentences using a capital letters and begin to use question marks</li> <li>I can try to use adjectives (e.g. we had a <i>wonderful</i> time)</li> <li>I can use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.</li> <li>I can spell some Year 1 common exception words and the days of the week.</li> <li>I can add – s or –es to make plurals correctly (e.g. dogs, boxes)</li> <li>I can use the prefix –un</li> <li>To begin to use subordinating conjunctions (when, because)*</li> </ul>	<p><u>Summer 2 – Non-Fiction</u> Monty the Penguin (lit shed) Label the penguin</p> <p><b>Audience:</b> New teacher <b>Purpose:</b> To inform</p> <p><b>Objectives taught</b></p> <ul style="list-style-type: none"> <li>to orally rehearse what I'm going to write</li> <li>To begin to use adverbs of place</li> <li>To begin to use adjectives</li> <li>To use capitals letters for proper nouns</li> <li>To read my work back to ensure it makes sense</li> </ul>

Year 2	Autumn		Spring		Summer	
	<p><b>Autumn 1 - Fiction</b> James and the Giant Peach Character description</p> <p><b>Audience:</b> Twitter/Parents at parents evening <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can write simple, coherent narratives</li> <li>I can use co-ordination (e.g. or/and/but)</li> <li>I can use some subordination (e.g. when/if/that/because) to join clauses.</li> <li>I can write in the present tense consistently</li> </ul>	<p><b>Autumn 2 - Fiction</b> Taking Flight –narrative 3<sup>rd</sup> Person</p> <p><b>Audience:</b> Write own books to take home <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can write simple, coherent narratives</li> <li>I can spell many common exception words (link these to the topic where possible)</li> <li>To write consistently in the past tense</li> <li>I can use co-ordination (e.g. or/and/but)</li> <li>I can use some subordination (e.g. when/if/that/because) to join clauses.</li> </ul>	<p><b>Spring 1 - Fiction</b> Setting description (linked to topic) The Faraway Tree</p> <p><b>Audience:</b> To go on display <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can write simple, coherent narratives</li> <li>To write consistently in the present tense</li> <li>To use adjectives for expanded noun phrases</li> <li>To use suffixes such as 'ful, es, er and est'</li> <li>To use apostrophes for possession</li> </ul>	<p><b>Spring 2 – Non-Fiction</b> Diary Entry The Plague</p> <p><b>Audience:</b> Year 3 <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can use co-ordination (e.g. or/and/but)</li> <li>I can use some subordination (e.g. when/if/that/because) to join clauses.</li> <li>To use capital letters for proper nouns</li> <li>To write in the past tense consistently</li> </ul>	<p><b>Summer 1- Fiction</b> Little Red Riding Hood (alternative perspective)</p> <p><b>Audience:</b> Read to F2 <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use capital letters for proper nouns</li> <li>To write in the past tense consistently</li> <li>I can write simple, coherent narratives</li> <li>I can use co-ordination (e.g. or/and/but)</li> <li>I can use some subordination (e.g. when/if/that/because) to join clauses.</li> </ul>	<p><b>Summer 2- Fiction</b> Paddington narrative</p> <p><b>Audience:</b> Next teacher <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use capital letters for proper nouns</li> <li>To write in the past tense consistently</li> <li>I can write simple, coherent narratives</li> <li>I can use co-ordination (e.g. or/and/but)</li> <li>I can use some subordination (e.g. when/if/that/because) to join clauses.</li> </ul>
<p><b>Autumn 1 – Non-Fiction</b> Report on France – linked to topic</p> <p><b>Audience:</b> Create a class 4 fact book about France. <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use coordinating conjunctions</li> <li>To use subordinating conjunctions</li> <li>To use expanded noun phrases</li> <li>To use commas for lists</li> <li>To write simple sentences as statements</li> <li>To use question marks for rhetorical questions</li> </ul>	<p><b>Autumn 2 – Non-Fiction</b> Letter <i>Lillian Greenwood</i></p> <p><b>Audience:</b> To Lilian Greenwood <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subordinating conjunctions</li> <li>To use coordinating conjunctions</li> <li>To use adverbs of place</li> <li>To use expanded noun phrases</li> <li>To use apostrophes for possession</li> <li>To consistently use the past tense</li> </ul>	<p><b>Spring 1 – Non-Fiction</b> Explanation of how to look after Clifton</p> <p><b>Audience:</b> Write and read to year 1 <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use question marks</li> <li>To use coordinating conjunctions</li> <li>To use subordinating conjunctions</li> <li>To use commas for lists</li> <li>To use the present tense consistently</li> <li>To use apostrophes for possession</li> </ul>	<p><b>Spring 2 – Fiction</b> Poetry – The Magic Box (Easter) <i>*this may need changing to link to Year 2 History following RWI rollout</i></p> <p><b>Audience:</b> Perform to class 5 <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>to use subordinating conjunctions</li> <li>to use commas to separate items in a list</li> <li>to use the suffixes 'es, er, est'</li> <li>to spell common exception words</li> <li>to use adverbs</li> </ul>	<p><b>Summer 1 – Non-Fiction</b> Explorers Non-Chron (famous Female explorers) Grammarsarus</p> <p><b>Audience:</b> Tweet fact files to RSPB <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use coordinating conjunctions</li> <li>To use subordinating conjunctions</li> <li>To use the present progressive tense 'when'</li> <li>To use question marks</li> <li>To use the imperative (commands) "If you see a hedgehog..."</li> <li>To use apostrophes for possession</li> <li>To use commas for lists</li> </ul>	<p><b>Summer 2 – Non-Fiction</b> Science report on habitats-writing up investigations</p> <p><b>Audience:</b> New teacher <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use coordinating conjunctions</li> <li>To use subordinating conjunctions</li> <li>To use the present progressive tense 'when'</li> <li>To use question marks</li> <li>To use the imperative (commands) "If you see a hedgehog..."</li> <li>To use apostrophes for possession</li> <li>To use commas for lists</li> </ul>	

Year 3	Autumn		Spring		Summer	
	<p><b>Autumn 1 - Fiction</b> The Black Hat – Setting description</p> <p><b>Audience:</b> To go on display/twitter <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can use some conjunctions (e.g. and, because, when, even though), adverbs (often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</li> <li>I can use expanded noun phrases to describe and specify.</li> <li>I can use past tense mostly correctly (e.g. ran, wander)</li> <li>I can use a or an correctly.</li> <li>I can use apostrophes for possession</li> </ul>	<p><b>Autumn 2 - Fiction</b> Mythical creature Narnia, Hogwarts- GD design their own creature</p> <p><b>Audience:</b> Make a class book <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can use expanded noun phrases to describe and specify.</li> <li>I can use present tense mostly correctly</li> <li>I can use a or an correctly</li> <li>I can use apostrophes for possession</li> <li>To spell year 3/4 common exception words (link these prior to teaching)</li> </ul>	<p><b>Spring 1 - Fiction</b> Narrative - The Dream Giver use BFG text to support vocabulary</p> <p><b>Audience:</b> To go on display <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can write for a range of purposes and audiences (beginning to develop an awareness of appropriate language and form)</li> <li>To use speech marks</li> <li>I can describe settings, character and plot in narrative.</li> <li>I can organise my writing into paragraphs mostly accurately.</li> <li>I can use some conjunctions (e.g. and, because, when, even though), adverbs (often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.</li> <li>I can use expanded noun phrases to describe and specify.</li> </ul>	<p><b>Spring 2 - Non-Fiction</b> Non-chron report on Tudors</p> <p><b>Audience:</b> Year 5/6 <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>to use the present perfect tense 'it has been discovered that'</li> <li>to use collective nouns</li> <li>to use subordinating conjunctions</li> <li>to use coordinating conjunctions</li> <li>to use simple layout devices</li> </ul>	<p><b>Summer 1 - Fiction</b> Diary Entry Little Freak – Use the Greatest Showman 'This Is Me'</p> <p><b>Audience:</b> Take to Mrs Lister <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use coordinating conjunctions</li> <li>To use subordinating conjunctions</li> <li>To use adverbs of time and place</li> <li>To use expanded noun phrases</li> <li>To use apostrophes for omission and possession</li> <li>To use exclamation marks</li> </ul>	<p><b>Summer 2 - Fiction</b> Brian Moses- I'm walking with my Iguana. Poetry</p> <p><b>Audience:</b> Take to y6 <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use a/an correctly</li> <li>To use prepositions</li> <li>To use expanded noun phrases</li> <li>To use adverbs</li> <li>To write in the present tense consistently</li> </ul>
<p><b>Autumn 1 - Non-Fiction</b> Persuasive text to visit Kenya</p> <p><b>Audience:</b> Parents evening <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use personal pronouns 'you will love'</li> <li>To use expanded noun phrases</li> <li>Adverbs to show possibility or degree 'you will definitely enjoy'</li> <li>To use coordinating conjunctions</li> <li>To use subordinating conjunctions</li> <li>To use the imperative</li> <li>I can use simple layout devices in non-fiction (e.g. headings)</li> </ul>	<p><b>Autumn 2 - Non-Fiction</b> Letter to the Queen</p> <p><b>Audience:</b> The queen <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use personal pronouns 'you'</li> <li>To organise ideas into paragraphs</li> <li>To use a or an correctly</li> <li>To select appropriate formal language</li> <li>To use question marks accurately</li> <li>To use exclamation marks accurately</li> </ul>	<p><b>Spring 1 - Non-Fiction</b> <a href="https://issuu.com/universityofexeter/docs/turtleplasticjellyfish">https://issuu.com/universityofexeter/docs/turtleplasticjellyfish</a> Explanation of plastic bags in the ocean.</p> <p><b>Audience:</b> Share with class 4 <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subordination conjunctions (when, as, before, since)</li> <li>To use expanded noun phrases</li> <li>To use adverbs of manner to say how something is done</li> <li>Apostrophes for possession</li> <li>Commas for lists</li> <li>To use prepositions</li> </ul>	<p><b>Spring 2 - Fiction</b> Setting description –The Tin Forest</p> <p><b>Audience:</b> Take home to show parents <b>Purpose:</b> To entertain</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>to use prepositions</li> <li>to use expanded noun phrases</li> <li>to use a/an correctly</li> <li>to accurately write in the present tense</li> <li>to use adverbials</li> <li>to use coordinating conjunctions</li> </ul>	<p><b>Summer 1 - Non-Fiction</b> Instructions Ancient Egypt (see grammarsaurus) <b>Audience:</b> Your best friend! <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>to use appropriate language and form</li> <li>to use modal verbs</li> <li>to use simple layout devices</li> <li>to use a/an correctly</li> <li>to use expanded noun phrases to specify</li> </ul>	<p><b>Summer 2 - Non-Fiction</b> Whale washed up- local news Newspaper report</p> <p><b>Audience:</b> Twitter <b>Purpose:</b> To inform</p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>to use adverbs of time</li> <li>to use adverbs of place</li> <li>to use simple layout devices</li> <li>to use expanded noun phrases</li> <li>to use coordinating and subordinating conjunctions</li> <li>to use speech marks for direct speech</li> </ul>	

Year 4	Autumn		Spring		Summer	
	<p><b>Autumn 1 - Fiction</b> Alma (Lit Shed) 1<sup>st</sup> person Narrative</p> <p><b>Audience: New teacher</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use expanded noun phrases to describe settings</li> <li>To use personification</li> <li>To use similes</li> <li>To use metaphors</li> <li>To use commas after fronted adverbs</li> </ul>	<p><b>Autumn 2 - Fiction</b> Setting description Firework Maker's Daughter (lit shed)</p> <p><b>Audience: Display</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use adjectives to describe characters</li> <li>To use fronted adverbials</li> <li>To use parenthesis</li> <li>To use expanded noun phrases</li> <li>To use similes and metaphors</li> </ul> <p>To use hyphens</p>	<p><b>Spring 1 - Fiction</b> My Name is Not Refugee Diary Entry</p> <p><b>Audience: Year 6</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subordinating conjunctions</li> <li>To use relative clauses</li> <li>To use adverbs of time and place</li> <li>To use expanded noun phrases</li> <li>To use commas for parenthesis</li> <li>To use apostrophes for possession</li> <li>To use verb inflections correctly</li> </ul>	<p><b>Spring 2 - Fiction</b> Iron Man (Lit Shed) Narrative</p> <p><b>Audience: Parents</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use expanded noun phrases to describe settings</li> <li>To use relative clauses</li> <li>To use personification</li> <li>To use similes</li> <li>To begin to use speech correctly</li> <li>To use metaphors</li> <li>To use commas after fronted adverbs</li> </ul>	<p><b>Summer 1 - Fiction</b> Windy Day Haikus, Tankas and Cinquains (Lit Shed)</p> <p><b>Audience: Twitter</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use similes and metaphors</li> <li>To use appropriate tone and intonation</li> <li>To use personification</li> <li>To identify the structure of haikus, tankas and cinquains</li> </ul>	<p><b>Summer 2 - Fiction</b> The Lighthouse (Lit Shed) Diary Entry</p> <p><b>Audience: Hall display</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subordinating conjunctions</li> <li>To use relative clauses</li> <li>To use adverbs of time and place</li> <li>To use expanded noun phrases</li> <li>To use commas for parenthesis</li> <li>To use models</li> </ul>
<p><b>Autumn 1 - Non-Fiction</b> Non-chron report on India</p> <p><b>Audience: Display</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use relative clauses</li> <li>To use conjunctive adverbs for additional, similar and opposite points</li> <li>To use subordinating conjunction</li> <li>To use parenthesis with brackets</li> <li>To use commas for lists</li> </ul>	<p><b>Autumn 2 - Non-Fiction</b> Explanation of crime and punishment through time</p> <p><b>Audience: Parents evening</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use expanded noun phrases</li> <li>To use relative clauses</li> <li>To use conjunctive adverbs for causes and effect</li> <li>To use adverbials of time</li> <li>To use parenthesis (brackets)</li> </ul>	<p><b>Spring 1 - Non-Fiction</b> Persuasive letter writing Refugee crisis</p> <p><b>Audience: Parents for passion project</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To select appropriate vocabulary</li> <li>To use possessive apostrophes</li> <li>To use commas, brackets and dashes for parenthesis</li> </ul>	<p><b>Spring 2 - Non-Fiction</b> Newspaper report Ancient Greeks first Olympic Games</p> <p><b>Audience: Year 6</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use relative clauses</li> <li>To use conjunctive adverbs for additional, similar and opposite points</li> <li>To use subordinating conjunction</li> <li>To use parenthesis with brackets</li> <li>To use commas for lists</li> <li>To consistently use verbs tenses</li> </ul>	<p><b>Summer 1 - Non-Fiction</b> Instructions Stone Age gatherer and hunter (Grammarsaurus)</p> <p><b>Audience: Year 2</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use parenthesis with bracket</li> <li>To use modal verbs</li> <li>To select appropriate adverbs</li> <li>To use the correct tense</li> </ul>	<p><b>Summer 2 - Non-Fiction</b> Letter Buzz Aldrin (Moon landing)</p> <p><b>Audience: New teacher</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>Conjunctive adverbs for results</li> <li>Relative clauses</li> <li>To use the passive voice</li> <li>To use subordinating conjunctions and clauses</li> </ul>	

<b>Year 5</b>	Autumn		Spring		Summer	
	<p><b><u>Autumn 1 - Fiction</u></b> Character Description Skellig <b>Audience: Hall display</b> <b>Purpose: To entertain</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• Draw on my reading to inform vocabulary choices</li> <li>• To use relative pronouns</li> <li>• To use commas to clarify meaning</li> <li>• To use hyphens</li> <li>• To use similes</li> <li>• To use metaphors</li> <li>• To use adjectives to describe a character</li> </ul>	<p><b><u>Autumn 2 - Fiction</u></b> Poetry The Highwayman <b>Audience: Parents</b> <b>Purpose: To entertain</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• Draw on my reading to inform vocabulary choices</li> <li>• To use apostrophes for possession</li> <li>• To use similes</li> <li>• To use metaphors</li> <li>• To use adjectives to describe a character</li> <li>• To use synonyms</li> </ul>	<p><b><u>Spring 1 - Fiction</u></b> Narrative The Ridge- Lit Shed+ <b>Audience: Twitter</b> <b>Purpose: To entertain</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use commas after fronted adverbs</li> <li>• To use metaphors</li> <li>• To use personification</li> <li>• To use expanded noun phrases</li> <li>• To use modal verbs</li> </ul>	<p><b><u>Spring 2 – Fiction</u></b> The Tale of the Three Brothers- narrative. (Harry Potter, Lit shed) <b>Audience: Classroom Display</b> <b>Purpose: To entertain</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use speech to move narrative forward</li> <li>• To use personification, metaphors and similes to describe character, setting and plot</li> <li>• To use a range of clauses</li> <li>• To use parenthesis</li> <li>• To use hyphens</li> </ul>	<p><b><u>Summer 1 - Fiction</u></b> Dialogue How to Train Your Dragon <b>Audience: Parents</b> <b>Purpose: To entertain</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use speech to move narrative forward</li> <li>• To use personification, metaphors and similes to describe character</li> <li>• To use a range of clauses</li> <li>• To use parenthesis</li> <li>• To use hyphens</li> </ul>	<p><b><u>Summer 2 - Fiction</u></b> Narnia/Doctor Who- descriptive writing entering a new world – link to Pandora Lit Shed+ <b>Audience: Year 4</b> <b>Purpose: To entertain</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use personification, metaphors and similes to describe character, setting and plot</li> <li>• To use a range of clauses</li> <li>• To use parenthesis</li> <li>• To use hyphens</li> </ul>
	<p><b><u>Autumn 1 – Non-Fiction</u></b> Advertisement South America (The Boy Who Biked the World) <b>Audience: New teacher</b> <b>Purpose: To inform</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• Draw on my reading to inform vocabulary choices</li> <li>• To use apostrophes for possession</li> <li>• To use parenthesis</li> <li>• To use adjectives to describe a character</li> </ul>	<p><b><u>Autumn 2 – Non-Fiction</u></b> Persuasive Speech The Apartheid <b>Audience: Parents</b> <b>Purpose: To inform</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use modal verbs</li> <li>• To use parenthesis</li> <li>• To use consistent verb tenses</li> <li>• To use hyphens</li> </ul>	<p><b><u>Spring 1 - Fiction</u></b> Letter Poverty and Homelessness <b>Audience: Local Charity</b> <b>Purpose: To inform</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use commas after fronted adverbs</li> <li>• To use modal verbs</li> <li>• To use commas to clarify meaning</li> <li>• To use hyphens</li> <li>• To use relative clauses</li> </ul>	<p><b><u>Spring 2 -Non- Fiction</u></b> Diary Entry Roman Empire – The Journal of Iliona (Lit Shed) <b>Audience: Display</b> <b>Purpose: To inform</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use commas after fronted adverbs</li> <li>• To use the correct verb tenses consistently</li> <li>• To use personification</li> <li>• To use expanded noun phrases</li> <li>• To use exclamation marks</li> <li>• To use a range of adverbs</li> </ul>	<p><b><u>Summer 1 - Non-Fiction</u></b> Explanation how the Vikings raided Anglo Saxons <b>Audience: Year 3</b> <b>Purpose: To inform</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use subordinating conjunctions</li> <li>• To use relative clauses</li> <li>• To use adverbs of time and place</li> <li>• To use expanded noun phrases</li> </ul> <p>To use conjunctive adverbs for cause and effect to link connected ideas</p>	<p><b><u>Summer 2 - Non-Fiction</u></b> Non-Chronological Report Endangered Species <b>Audience: Year 6</b> <b>Purpose: To inform</b></p> <p><b><u>Objectives taught:</u></b></p> <ul style="list-style-type: none"> <li>• To use subordinating conjunctions</li> <li>• To use relative clauses</li> <li>• To use adverbs of time and place</li> <li>• To use expanded noun phrases</li> </ul> <p>To use conjunctive adverbs for cause and effect to link connected ideas</p>

Year 6	Autumn		Spring		Summer	
	<p><b>Autumn 1 – Fiction</b> Francis Brandywine Text type- 1<sup>st</sup> person narrative</p> <p><b>Audience: Display in the hall</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use personification</li> <li>To use similes</li> <li>To use metaphors</li> <li>To use parenthesis</li> <li>To use relative clauses</li> </ul>	<p><b>Autumn 2 - Non-Fiction</b> Political Speeches – climate change/COP26</p> <p><b>Audience: Parents</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>I can use a range of devices for cohesion: <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adverbials of time and place</li> <li>Pronouns</li> <li>Synonyms</li> </ul> </li> <li>To use modal verbs</li> <li>To use subordinating conjunctions</li> <li>To use imperative for commands</li> <li>To use the person pronoun 'you'</li> <li>To use the active voice</li> <li>To use rhetorical questions and hyphens</li> </ul>	<p><b>Spring 1 - Fiction</b> Avaitrice Text type- narrative</p> <p><b>Audience: Display in classroom</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subject specific vocabulary</li> <li>To use a range of devices for cohesion</li> <li>To use subordinating and coordinating conjunctions</li> <li>To use brackets, commas and dashes for parenthesis</li> <li>To consistently write in the present tense</li> <li>To use personification</li> <li>To use pathetic fallacy</li> </ul>	<p><b>Spring 2 - Fiction</b> Internal monologue Red scarf</p> <p><b>Audience: Parents at parents evening</b> <b>Purpose: To entertain and create suspense</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use personification</li> <li>To use similes</li> <li>To use metaphors</li> <li>To use parenthesis</li> <li>To use relative clauses</li> <li>To use speech to convey character</li> <li>To use speech to move action forwards</li> </ul>	<p><b>Summer 1 - Fiction</b> The Piano Recount</p> <p><b>Audience: Share with Year 5</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use the subjunctive mood</li> <li>To use subordination</li> <li>To use relative clauses</li> <li>To use subject specific vocabulary</li> <li>To use semi colons</li> <li>To use colons</li> </ul>	<p><b>Summer 2 - Fiction</b> Wonder book and film to support with transition Write a letter to Auggie or as Auggie</p> <p><b>Audience: Secondary school transition</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subject specific vocabulary</li> <li>To use a range of devices for cohesion</li> <li>To use subordinating and coordinating conjunctions</li> <li>To use brackets, commas and dashes for parenthesis</li> <li>To consistently write in the present tense</li> </ul>
<p><b>Autumn 1 - Non-Fiction</b> Advertisement for Canada/USA or Mexico</p> <p><b>Audience: Parents on twitter</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use modal verbs</li> <li>To use subordinating conjunctions</li> <li>To use imperative for commands</li> <li>To use the person pronoun 'you'</li> <li>To use the active voice</li> <li>To use colons</li> <li>To use rhetorical questions</li> <li>To use hyphens</li> </ul>	<p><b>Autumn 2 – Fiction</b> Michael Morpurgo 'Coming Home' (linked to Christmas so swapped around)</p> <p><b>Audience: Display in the hall</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To select appropriate vocabulary</li> <li>To use the present tense consistently</li> <li>To use personification</li> <li>To use metaphors</li> <li>To use repetition</li> <li>To use modal verbs</li> </ul>	<p><b>Spring 1 - Non-Fiction</b> Slavery Non-chron report</p> <p><b>Audience: Display</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use hyphens</li> <li>To use semi colons</li> <li>To use subordinating clauses</li> <li>To use conjunctive adverbs for additional points</li> <li>To use parenthesis</li> <li>To use the passive voice</li> </ul> <p>*not completed summer 22 due to SATs*</p>	<p><b>Spring 2 - Non-Fiction</b> Discussion- should Britain have fought in WW1?</p> <p><b>Audience: Year 4/5</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use the passive voice</li> <li>To use subordinating conjunctions</li> <li>To use relative clauses</li> <li>To use semi colons</li> <li>To use hyphens</li> <li>To use paragraphs</li> <li>To use coordination for additional points, opposite point and results</li> <li>To use adverbs for cohesion</li> </ul>	<p><b>Summer 1 - Non-Fiction</b> Newspaper report The Blitz</p> <p><b>Audience: Year 4/5</b> <b>Purpose: To inform</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use the passive voice</li> <li>To use subordinating conjunctions</li> <li>To use relative clauses</li> <li>To use semi colons</li> <li>To use hyphens</li> <li>To use paragraph</li> <li>To use adverbs for cohesion</li> </ul>	<p><b>Summer 2 - Non-Fiction</b> Legacy Project Poetry</p> <p><b>Audience: Twitter</b> <b>Purpose: To entertain</b></p> <p><b>Objectives taught:</b></p> <ul style="list-style-type: none"> <li>To use subject specific vocabulary</li> <li>To use a range of devices for cohesion</li> <li>To use modal verbs</li> </ul>	

