

Year 1/2

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	ONE WEEK	Narrative- Voyage and Return	Recount	Biography
	Whole School	Squirrels Busy Day	Y1-Use of first person, written in the past	Y1-Fact Files of family member
a	<u>Narrative</u>	Y1- Narrative: retelling known stories by	tense with some order	Writing of simple ideas and simple
Autumn 1 What makes family?		sequencing pictures with past tense captions.		subheadings.
– ak (÷			Y2- Use of first person, written in the past	
		Y2-Retelling familiar narratives	tense with chronological order and some	Y2- Biography of a family member
Autumn hat make family?		Use of past tense with simple beginning,	description.	Use of third person, written in the past tense
Ă,		middle and end some description of		with chronological order and some
3		characters and a setting.		description.
<u> </u>		Instructions	Narrative-Overcoming a Monster	Diary/Postcard
ea		Y1- Instructions- sequential order with	Y1- Narrative: retelling part of known stories.	Y1- Use of first person, written in the past
Š		evidence of some command verbs	Use of past tense with simple beginning,	tense with some order linked to a character.
2 L 2 L			middle and end using characters and a setting	
Autumn t should today?		Y2- Instructions for others to follow with the	given. Some adjectives used.	Y2- Diary (can be fact or fiction)
od bo		use of sequencing words and some imperative		Use of first person, written in the past tense
sh ar		verbs	Y2-Retelling familiar narratives	with chronological order and some
at			Use of past tense with simple 5-part story	description. Some understanding of the
Autumn 2 What should I wear today?			some description of characters and a setting.	audience.
>				
<u>с</u> .	ONE WEEK	Character Profiles	Fact File linked to Science	<u>Y1 Recount</u>
re	Whole School	Y1-Descriptive Writing linked to a character.	Y1-Writing of ideas in sentences with non-	Y1- Narrative: retelling known stories with
g 1 get here?	<u>Narrative</u>	Using adjectives to describe what can be seen.	chronological structure and simple	simple structure in the past tense
et 1			subheadings.	
<u></u>		Y2-Introducing a character to the reader and		Y2 Narrative- Voyage and Return
ve		describing appearance and personality.	Y2-Information Text using subheadings,	Y2-Retelling part of a known story and
			present tense, third person.	changing an element of it.
Sl				Use of past tense, third person, adjectives and
ž				adverbs to add detail. Characters and
Ном				language drawn from the text
T				



A	wakening Curiosity			
	Creating Success	<u>Y1- Narrative-Retelling</u>	<u>Y1- Postcard/ Letter</u>	Geographical Report
		Y1- Narrative: retelling of known stories.	Recount linked to geography. Simple	Y1-Factual, present tense, use of headings or
		Use of past tense with simple beginning,	sentences that are linked. Use of first person.	subheadings. Inclusion of some topic words.
		middle and end using characters and a setting.		
<u>~</u> .		Extend to have different monster and		Y2-Factual, present tense. Structure though
.e		independent adjectives.		the use of headings and subheadings and
~ i≦				bullet points. Technical language is beginning
		Narratives- Voyage and Return	<u>Letter</u>	to be used.
Spring 2 ere do I l			Y2 Recount: Linked to geography	
e e		Y2- Y2-Retelling familiar narratives with a	Use of first person with some structure as to	
er		twist.	why they are writing.	
Spring 2 Where do I live?		Use of past tense with simple 5- part story.		
5		Some description of own characters and		
		setting.		
	ONE WEEK	Biography	Y2-Report	Poetry
Ð	Whole School	Y1-Simple biography of historical character	Y1-Writing of ideas in sentences with non-	Y1- acrostics, shape poems and riddles
, tj	Narrative	Writing of simple ideas and simple	chronological structure and simple	Y2- Haiku, Clerihews
as	<u>·····</u>	subheadings.	subheadings.	
		sublicadings.	Subiculings.	
er n a		V2. Discussion of a historical sharestor	Y2-Factual, present tense. Structure though	
ummer 1 ives in a (like this?		Y2- Biography of a historical character		
es a		Use of third person, written in the past tense	the use of headings and subheadings. Subject	
Summer 1 lives in a (like this?		with chronological order and some	specific language is beginning to be used.	
0, <u> </u>		description.		
Summer 1 Who lives in a Castle like this?				
3				
o		Instructions	Narrative-Overcoming a Monster	<u>Recount</u>
tt		Y1- Instructions- sequential order with	Y1- Narrative: retelling part of known stories.	Y1-Use of first person, written in the past
		evidence of some command verbs	Use of past tense with simple beginning,	tense with some order
e v			middle and end using characters and a setting	
e?		Y2- Instructions for others to follow with the	given. Some adjectives used.	Y2- Use of first person, written in the past
Summer 2 Who do I want to be?		use of sequencing words and some imperative		tense with chronological order and some
Su Su		verbs	Y2-Retelling familiar narratives	description.
ř ř			Use of past tense with simple 5-part story	
3				
-			some description of characters and a setting	



<u>YEAR 3/4</u>

	ONE WEEK	Recount	<u>Persuasion</u>	Character Description
the and	Whole School	Y3- Letter to inform: chronological order,	Y3-Poster to visit the north of England. Use	Y3-To create characters using description and
1 s th	<u>Narrative</u>	significant information, mainly past tense and	persuasive language, rhetorical questions and	action
Autumn 1 at makes th of Engl special?		first person.	emotion.	Y4- Create detailed characters using
Autumn at make th of Eng special?			Y4- Poster to visit the north of England. Use	description, action and speech.
e of milling		Y4- Letter to inform: informing the reader	persuasive language, rhetorical questions and	
b it sp		about the purpose of the letter, chronological	emotion and statistics	
Autumn 1 What makes the north of England special?		order, significant information, mainly past		
2 2		tense, emotive language and first person.		
L L		Narrative Quest	Non-Chronological Report	Instructions
first		Y3- Longer Narrative - creating settings,	Y3-Information texts: writing of simple	Y3- Instructions: Sequential order or time
		characters and developing plot (5 part story	reports with non-chronological structure and	adverbials; use of command verb; simple title
s?		with support)	simple subheadings (with more detail and	'How to'
			sentence types)	
were the Britons?		Y4- Longer narratives: creating settings,		Y4- Instructions: Sequential order or time
Autumn 2 were the Britons?		characters and developing plot. Revise story	Y4- Information texts: Using a wider range of	adverbials; use of command verb; simple
l o o		mountains and 5-part story structure.	organisational, presentational devices &	title 'How to'
Autumn 2 Who were the Britons?			technical language.	
>				
	ONE WEEK	Non-Chronological Report	Narrative: Overcoming a Monster	Recount
1 like in	Whole School	Y3-Information texts: writing of simple	Y3-Shorter narrative based upon a book.	Y3- Letter (informal): chronological order,
e	<u>Narrative</u>	reports with non-chronological structure and	Third person, consistent tense, direct speech	significant information, mainly past tense and
i = i		simple subheadings (with more detail and	to advance the action.	first person.
Spring t is life Italy?		sentence types)		-
i i i i i			Y4- Shorter narrative based upon a book.	Y4- Letter (informal): informing the reader
Sp H		Y4- Information texts: Using a wider range of	Third person, consistent tense, all parts of	about the purpose of the letter, chronological
at		organisational, presentational devices &	story included. direct speech to advance the	order, significant information, mainly past
Spring What is life Italy?		technical language.	action.	tense, emotive language and first person.



Awak	ening Curiosity			
Spring 2 Why do things move?	ening Curiosity iting Success	Diary Entry Y3-Recount (Diary): Use of pronoun 'I'; past tense verbs; chronological order; opening statement to orientate reader and closing statement. Y4-Recount (Diary): Chronological order; introduction: use of reported speech; past tense; 1 st person; concluding statement.	Report: REY3-Factual, present tense related sentences.Structure though the use of headings andsubheadings and bullet points. Technicallanguage is beginning to be used.Y4-Factual, present tense related sentences.Some points expanded. Structure though theuse of headings and subheadings and bullet	Narrative: Overcoming a Monster Y3-Longer narrative: creating settings, characters and developing plot (5 part story) Y4- Longer narratives: creating settings, characters and developing plot. Revise story structure with a 5 part story that includes beginning, middle and end.
Summer 1 Where do things Why grow?	ONE WEEK Whole School Narrative	Instructions Y3-Instructions: Sequential order or time adverbials; use of command verb; simple title 'How to' Use of some technical language Y4-Persuasion. Writing structured through the use of subheadings. Use persuasive language, rhetorical questions and emotion and statistics	 <u>Chronological Reports</u> <u>Y3-Information texts: writing of simple</u> reports with non-chronological structure and simple subheadings (with more detail and sentence types) Y4- Information texts: Using a wider range of organisational, presentational devices & technical language. 	Narrative- Quest Y3-Longer narrative: creating settings, characters and developing plot more independently. Y4- Longer narratives: creating settings, characters and developing plot. Revise story structure with a beginning, middle and end
Summer 2 Is everything black and white?		Persuasion Y3-Leaflet. Use persuasive language, rhetorical questions and emotion. Y4- Leaflet. Use persuasive language, rhetorical questions and emotion and statistics	Narrative: Quest Y3-Longer narrative: creating settings, characters and developing plot more independently. Use of dialogue Y4- Longer narratives: creating settings, characters and developing plot. Revise story structure with a beginning, middle and end Use of dialogue	Poetry Limericks Kennings



<u>YEAR 5/ 6</u>

۵	<u>ONE WEEK</u> Whole School	Narrative- Quest	Instructions	Narrative Diary Entry
utumn 1 can from home we travel?	Narrative	Y5 Longer narratives: 5 part story, (using the characters, setting and basic plot from books)	Y5- Sequential order with numbers or words. Language choices clear and imperative verb	Y5-Recount (Diary): Maintain in the style and tone of the character. Chronological order;
mn 1 from h travel?		and adding a different adventure. Beginning to balance dialogue and description.	choice must be precise. Y6- Sequential order with numbers or words.	introduction: use of reported speech; past tense; 1 st person; concluding statement.
Autumn 1 r can fron 1 we trave		Y6 Longer narratives: 5 part story, (using the	Language choices must be precise and contain	Y6- Recount (Diary): Maintaining the style
an ve t		characters, setting and basic plot from books) then adding a different adventure. Beginning	subject specific terminology and without ambiguity. Imperative verb choice must be	and tone of the character throughout depicting thoughts and feelings.
Autu How far can can we		to balance dialogue action and description. Writing shows awareness of the reader.	precise.	Chronological order; introduction: use of reported speech; past tense; 1 st person; concluding statement.
H				
S			Historical Recount	Newspaper Report
าลท		Narrative-Tragedy	Y5-write from a viewpoint including relevant information. Write in chronological order in	Y5- Newspaper: well-structured chronological order with 5 W questions answered. Direct
Autumn 2 How did the Romans conquer Britain?		Y5 Longer narratives: 5 part story, (using the characters, setting and basic plot from the	first person	and reported speech included. Concluding
m Je F Bri		poem). Beginning to balance dialogue and	Y6- write from a clear viewpoint including	statement. Y6-Newspapers: well-structured
Autumn 2 Jid the Ro quer Brita		description. Y6 Longer narratives: 5 part story, (using the	relevant/ significant information. Detail	chronological order with 5 W questions
didi		characters, setting and basic plot from the	events in chronological order. Write in	answered. Impersonal voice of the reporter.
N O O		poem). Beginning to balance dialogue action and description. Writing shows awareness of	chronological order in first person	Direct and reported speech included. Concluding statement.
		the reader.		
<u>د</u>	ONE WEEK		Travel Brochure	Non-Chronological Report
he	<u>Whole School</u> Narrative		Y5-presentational devices outlines desirability of destination. Informal style	Y5- Information texts: Using a wider range of organisational, presentational devices &
ring 1 e are the the world?			with subject specific vocabulary	technical language.
ing ar the				Y6- Information texts: Using a wider range of
Sp er of			Y6- presentational devices outlines desirability of destination. Informal style	organisational, presentational devices & technical language, bullets or tables to
ss gs			with subject specific vocabulary. Use of	structure texts.
Wh Wh			language to engage the reader. Modals for	
			importance	



Narrative- Comedy Argument	Formal Letter
Y5- Beginning to balance dialogue and Y5 Balanced Argum	nent. Ideas are compared Y5- Maintain style and formality. Points are
description. Use of modern tone throughout and contrasted wit	h the use of conjunctions made clearly in the first person. Emotion and
N S g and adverbials. So	me points are elaborated facts included.
O O	
Y5- Beginning to balance dialogue and description. Use of modern tone throughout to contrast with the play. Y6- Balancing dialogue action and description. Writing maintains awareness of the reader. Use of modern tone throughout to contrast with the play. Y6 Discussion Points are made ar person. Subject sp possibility	Y6-Maintain style and formality. Well-
$\vec{Q} = \vec{Q}$ Use of modern tone throughout to contrast with the play	d elaborated upon. Third structured and clear. Maintains the first
with the play. person. Subject sp	ecific language along with person throughout, appropriately conveying
possibility	emotion, factual information. It states its case
	politely, yet firmly and with authority
ONE WEEK Historical Report Biography	Poetry
Image: Structure of some technical included. Past tense, Image: Structure of some technical included. Past tense,	se, third person. Subject Free Verse
T and to the sector Whole School Y5-Factual; past tense; Y5-chronological or included. Past tense; Narrative Narrative Y5-Factual; past tense; Y5-chronological or included. Past tense; Narrative Y5-Factual; past tense; Y5-chronological or included. Past tense; Narrative Y6-Factual; past tense; Y6-chronological or included. Past tense; Neadings/subheadings; use of technical Ianguage; clear structure to writing. Maintain tone throughout. Y6-chronological or included. Past tense;	
Language; clear structure to writing.specific languageY6-Factual; past tense;Headings/subheadings; use of technicalY6- chronological ofJanguage; clear structure to writing.Ianguage; clear structure to writing.Y6- chronological of	
E S G E H headings/subheadings; use of technical Y6- chronological o	rder of key events
S S S S S S S S S S S S S S S S S S S	se, third person. Subject
tone throughout.	
	Level of formality.
Narrative- Description Narrative- Rags to	
Y5- Introduce the setting to the reader. Pick Y5 Longer narrative	es: 5-part story, creating Y5- Use of emotive language; powerful
out unusual features to describe. Third settings, characters	s and developing plot. language; present tense; use of rhetorical
E person, precise vocabulary, figurative Beginning to balan	
σ language. description.	this shows, however, because; cautionary
Y6 Longer narrative	es: 5-part story, creating language
Y6- Introduce the setting to the reader. Pick settings, characters	and developing plot. Consider the recipient throughout.
out unusual features to describe. Third Beginning to balan	ce dialogue action and
E E person, precise vocabulary, figurative description. Writir	ng shows awareness of the
C.YS-Introduce the setting to the reader. PickYS Longer harrativeout unusual features to describe. Thirdsettings, charactersperson, precise vocabulary, figurativeBeginning to balandlanguage.Y6- Introduce the setting to the reader. PickY6 Longer narrativeY6- Introduce the setting to the reader. Picksettings, charactersout unusual features to describe. Thirdsettings, charactersperson, precise vocabulary, figurativesettings, charactersperson, precise vocabulary, figurativeBeginning to balandperson, precise vocabulary, figurativedescription. Writinglanguage. Show not tell techniques.reader.	Y6-Use of emotive language; powerful
	language; present tense; use of rhetorical
Does life	questions; conjunctions/connectives such as,
o v	this shows, however, because; use of
Ö Ö	statistics & quotes.
	Consider the recipient throughout.