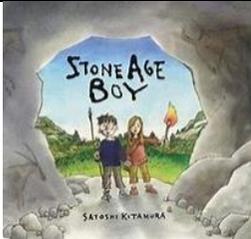
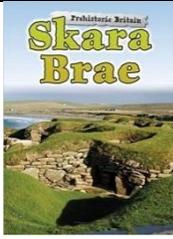
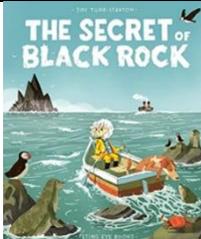
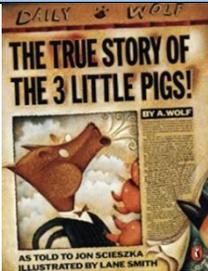
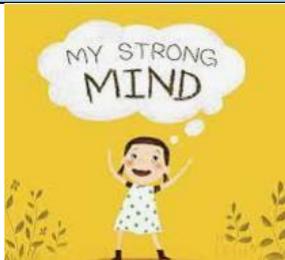
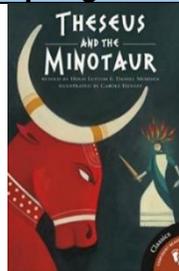
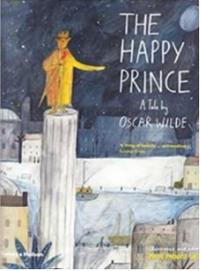
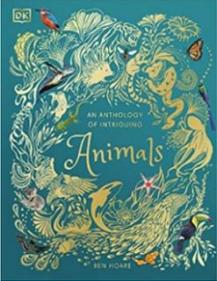
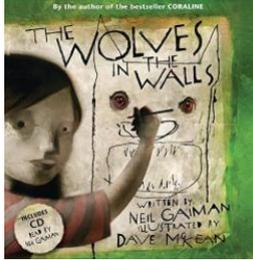
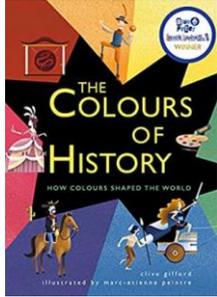


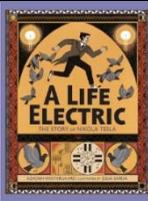
YEAR 3 WRITING OVERVIEW

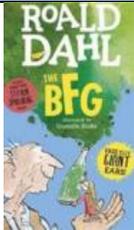
	Autumn 1		Autumn 2	
Core Text/Stimulus				
	Stone Age Boy	The Street Beneath My Feet	Skara Brae	The Secret of Black Rock
Independent purposeful writing outcome	Narrative: Write a new story of a Stone Age boy/girl, who finds themselves in the Neolithic period.	Explanation Text: Design an information page to explain to year 2 pupils the soil and rock matter beneath your feet. Label accurately with key facts	Holiday Brochure: After visiting Stonehenge, write a persuasive visitor brochure for Stonehenge.	Narrative: Write a fantasy story set in a forest.
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2) ○ Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2) ○ In narrative create simple settings, characters and plot ○ Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain) ○ Use inverted commas to punctuate direct speech ○ Use subordinating conjunctions to give extra detail (because, when, while, although) ○ Begin to use direct speech within narratives ○ Use paragraphs to group related material 	<ul style="list-style-type: none"> ○ Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain) ○ Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2) ○ Rhetorical question ○ Use paragraphs to group related material ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. 	<ul style="list-style-type: none"> ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing – use of sub-headings, direct address, rhetorical questions, positive adjectives and exaggeration ○ Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2) ○ Use of subordinating conjunctions to add extra detail ○ Paragraphs to group related material ○ Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2) 	<ul style="list-style-type: none"> ○ Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2) ○ Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain) ○ Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) ○ In narrative create simple settings, characters and plot. ○ Write using a rich and varied vocabulary ○ Use inverted commas to punctuate direct speech

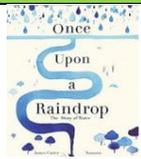
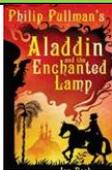
	Spring 1		Spring 2
Core Text/Stimulus	 <p>The True Story of the Three Little Pigs</p>	 <p>My Strong Mind</p>	 <p>Theseus and the Minotaur</p>
Independent purposeful writing outcome	Narrative: plan and write a traditional tale with a twist.	Instructions: Write a set of instructions to help the reader deal with a problem.	Narrative: plan and write a mythical story.
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2) ○ Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain) ○ Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) ○ Write using a rich and varied vocabulary ○ Use inverted commas to punctuate direct speech ○ Commas to list (secure from KS1) ○ Apostrophe for possession (secure from KS1) 	<ul style="list-style-type: none"> ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing (headings, subheadings, numbered steps, brackets for extra info) ○ Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) ○ Imperative verbs ○ Precise adjectives and adverbs to give detail 	<ul style="list-style-type: none"> ○ Add detail and precision through expanding noun phrases using pre-modification (secure and extend from year 2) ○ Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) ○ Subordinate clauses to give more detail ○ Use of prepositional phrases ○ Write using a rich and varied vocabulary ○ In narrative create simple settings, characters and plot ○ Use inverted commas to punctuate direct speech ○ Apostrophe for possession (secure from Y2) ○ Use of show not tell

	Summer 1		Summer 2	
Core Text/Stimulus	 <p>The Happy Prince</p>	 <p>Skeletons and Muscles</p>	 <p>Wolves in the Walls</p>	 <p>The Colours of History</p>
Independent purposeful writing outcome	Narrative: plan and write a story based on a traditional tale	Non-chronological report: plan and write a report based on a chosen animal.	Narrative -suspense: continuation with the plot – plan and write the next series of plot points in the story.	Create and perform a poem.
Key grammar and punctuation skills	<ul style="list-style-type: none"> Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Subordinate clauses to give detail Write using a rich and varied vocabulary – descriptive language, personification, alliteration Add detail and precision through expanding noun phrases Use of adverbials to give detail Use inverted commas to punctuate direct speech Apostrophes to show contraction (revise) Apostrophes for possession (revise) 	<ul style="list-style-type: none"> Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing – factual, sub-headings, precise subject-specific language, rhetorical questions Add detail and precision through expanding noun phrases Use of adverbials to give detail Precise language Subordinate clauses to give additional information Use of paragraphs to group material 	<ul style="list-style-type: none"> Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a rich and varied vocabulary appropriate to purpose and form – alliteration, rhyme, descriptive language, show-not-tell Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain). Use inverted commas to punctuate direct speech. Add detail and precision through expanding noun phrases Subordinating conjunctions to extend ideas 	<ul style="list-style-type: none"> Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary Explore rhyme and rhythm Explore similes and metaphors
Spelling	Spelling is taught 5x per fortnight following the No-Nonsense Spelling Scheme. A have-a-go approach is adopted in writing lessons.			
Handwriting	Handwriting is taught 5x per fortnight across the school year following Letter join. Cursive handwriting is modelled in all writing lessons.			

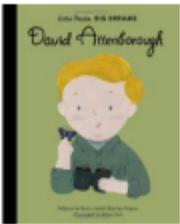
YEAR 4 WRITING OVERVIEW

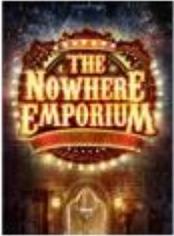
	Autumn 1		Autumn 2	
Core Text/Stimulus	 The Iron Man	 Nikola Tesla	 The Whale	 Sensational Sicily
Independent purposeful writing outcome	Continue the plot: watch the Iron Giant and write the next 5 plot points.	Research an inspirational person and write a biography about them.	Write an adventure story that includes the discovery of a creature.	Create a holiday brochure for Ancient Rome.
Key grammar and punctuation skills	<ul style="list-style-type: none"> Write narratives with a clear plot, and describe settings and characters. Add detail and precision through expanding noun phrases (modification before the noun) Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2) Revise commas when listing (Y2) Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). Make effective choices about using direct speech within narratives Use inverted commas and other punctuation to indicate direct speech accurately. Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. finally, before dark, during break, in the cave, because of Fred) Use commas after fronted adverbials 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative Use of sub-headings to organise non-fiction Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases Add detail and precision through expanding noun phrases Subordinate clauses to give detail Precise verbs, nouns and adjectives Commas after fronted adverbials Apostrophes for possession 	<ul style="list-style-type: none"> Write narratives with a clear plot, and describe settings and characters Add detail and precision through expanding noun phrases Subordinate clauses to give detail Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun) Use of adverbials to give extra detail (including fronted adverbials) Use of comma with fronted adverbials Question marks (rhetorical questions) 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). Rhetorical questions Write using a rich and varied vocabulary appropriate to purpose and form – persuasive language: positive adjectives, alliteration, exaggeration, imperative verbs Subordinate clauses to give detail Sub-headings to guide the reader

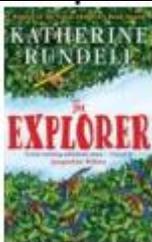
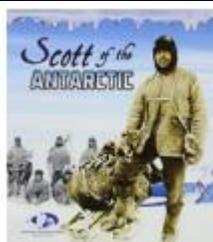
	Spring 1		Spring 2
Core Text/Stimulus	 <p>The BFG</p>	 <p>The Wizards of Once</p>	 <p>Float</p>
Independent purposeful writing outcome	Write a description of a dream in the style of the BFG, gobblefunking with words!	Write a Newspaper Report about a strange incident at school.	Write a story about a child who makes a homemade toy, but something goes wrong!
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ Add detail and precision through expanding noun phrases (modification before the noun) ○ Use of adverbials to give extra detail (including fronted adverbials) ○ Use of comma with fronted adverbials ○ Subordinate clauses to give detail ○ Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although) ○ Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. therefore, soon, finally, before dark, during break, in the cave, because of Fred) ○ Write using a rich and varied vocabulary appropriate to purpose and form 	<ul style="list-style-type: none"> ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing (headings, subheadings, caption) ○ Write using a rich and varied vocabulary appropriate to purpose and form – precise, factual language ○ Apostrophe for possession ○ Add detail and precision through expanding noun phrases ○ Subordinate clauses to give detail ○ Use adverbs and adverbials (including prepositional phrases) to give precise detail. ○ Inverted commas to punctuate a direct quote. 	<ul style="list-style-type: none"> ○ Write narratives with a clear plot, and describe settings and characters ○ Use adverbs and adverbials (including prepositional phrases) to give precise detail ○ Use of commas after fronted adverbials ○ Subordinate clauses to give detail ○ Add detail and precision through expanding noun phrases ○ Make effective choices about using direct speech within narratives. ○ Use inverted commas and other punctuation to indicate direct speech accurately. ○ Use apostrophes to show possession ○ Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although). ○ Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.

	Summer 1		Summer 2	
Core Text/Stimulus	 <p>Once upon a raindrop</p>	 <p>Aladdin and the enchanted lamp</p>	 <p>Gut Garden</p>	 <p>The River</p>
Independent purposeful writing outcome	Write a factual tour of the school to introduce a new pupil.	Plan and write a narrative – continue with the plot.	Write an explanation text about the cause and effects of climate change.	Write and perform a poem about nature using rhyme.
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing (use of direct address, write to inform) ○ Apostrophe for possession (revise) ○ Subordinate clauses to give detail ○ Write using a rich and varied vocabulary appropriate to purpose and form – precise, scientific language ○ Rhetorical questions ○ Add detail and precision through expanding noun phrases ○ Use of adverbials to give detail ○ Use of apostrophes to show contraction 	<ul style="list-style-type: none"> ○ Use of adverbials to give detail ○ Commas after fronted adverbials ○ Subordinate clauses to add detail ○ Use of prepositional phrases ○ Question mark ○ Revise apostrophes for possession (singular and plural) ○ Use inverted commas and other punctuation to indicate direct speech accurately ○ Varied sentence lengths 	<ul style="list-style-type: none"> ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing (write to inform, direct address) ○ Write using a rich and varied vocabulary appropriate to purpose and form – precise, technical, scientific language ○ Use of sub-headings to direct the reader ○ Paragraphs based around a theme ○ Adverbials to give detail ○ Precise verbs ○ Subordinate clause to give detail (causal conjunctions) ○ Add detail and precision through expanding noun phrases 	<ul style="list-style-type: none"> ○ Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. ○ Write using a rich and varied vocabulary appropriate to purpose and form. ○ Write narratives with a clear plot, and describe settings and characters
Spelling	Spelling is taught 5x per fortnight following the No-Nonsense Spelling Scheme. A have-a-go approach is adopted in writing lessons.			
Handwriting	Handwriting is taught 5x per fortnight across the school year following Letter join. Cursive handwriting is modelled in all writing lessons.			

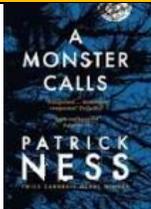
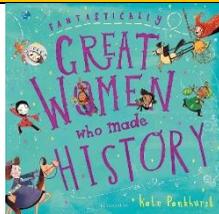
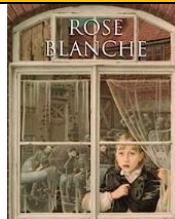
YEAR 5 WRITING OVERVIEW

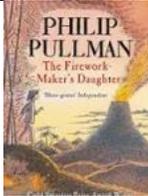
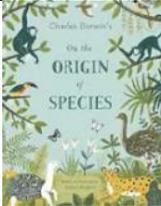
	Autumn 1		Autumn 2	
Core Text/Stimulus	 <p>Zoo by Anthony Brown</p>	 <p>David Attenborough</p>	 <p>The Present</p>	 <p>Speech</p>
Independent purposeful writing outcome	Narrative: plan and write a fantasy story.	Biographical text: write a biography based on an inspirational person of your choice.	Narrative: continue the plot. Plan and write the next part of the story.	Write a speech based on a societal issue.
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and begin to develop atmosphere ('show not tell') ○ Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; ○ Adverbials of time and place to build cohesion ○ Pre-modification of nouns (adjectives) to give detail ○ Post modification of nouns (relative clauses) ○ Indicate parenthesis using brackets, commas or dashes ○ Use dialogue in narratives to convey character or advance the action ○ Accurate punctuation of direct speech ○ Subordinating conjunctions to give detail ○ Commas after fronted adverbials 	<ul style="list-style-type: none"> ○ Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (write to inform) ○ Indicate parenthesis using brackets, commas or dashes. ○ Use of modal verbs ○ Subordinating conjunctions to give detail ○ Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4). ○ Use of adverbials (commas used when fronted) ○ Build cohesion using adverbials of time, place and number ○ Convey complicated information concisely by using pre- and post-modification of nouns ○ Colon to introduce a list 	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and begin to develop atmosphere ('show not tell') ○ Pre-modification of nouns (adjectives) to give detail ○ Post modification of nouns (relative clauses) ○ Indicate parenthesis using brackets, commas or dashes ○ Comma to introduce a list ○ Adverbials of time and place to build cohesion ○ Use dialogue in narratives to convey character or advance the action ○ Accurate punctuation of direct speech ○ Subordinating conjunctions to give detail ○ Pre-modification of nouns (adjectives) to give detail 	<ul style="list-style-type: none"> ○ Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (write to persuade, direct address, modal verbs, imperative verbs) ○ Rhetorical questions ○ Colon to introduce a list ○ Revise commas to list ○ Pre-modification of nouns (negative adjectives) ○ Emotive language ○ Use adverbials of time/place to aid cohesion ○ Post modification of nouns (relative clauses) ○ Indicate parenthesis using brackets, commas or dashes ○ Use of speech punctuation for direct speech

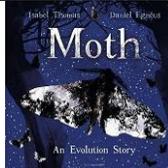
	Spring 1		Spring 2
Core Text/Stimulus	 <p>The Nowhere Emporium</p>	 <p>Mars Transmission</p>	 <p>One Small Step</p>
Independent purposeful writing outcome	Narrative: plan and write a mystery story.	Journal: write a journal entry about a trip to space.	Narrative: plan and write part of an adventure story.
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). ○ Use a range of devices to build cohesion within and across paragraphs: pronouns, adverbs/adverbials ○ Pre-modification of nouns to give detail (adjectives) ○ Post modification of nouns (relative clause) ○ Use a range of clause structures, sometimes varying their position within in the sentence for effect ○ Commas, brackets and dashes to indicate parenthesis ○ Use dialogue in narratives to convey character or advance the action. ○ Colon to introduce a list ○ Revise commas in a list 	<ul style="list-style-type: none"> ○ Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (informal tone, apostrophes for contraction, direct address) ○ Use a range of clause structures, sometimes varying their position within in the sentence for effect ○ Apostrophes for contraction ○ Pre-modification of nouns (adjectives) to give detail ○ Technical language` ○ Adverbials of time/place/number to aid cohesion ○ Commas after fronted adverbials ○ Subordinating conjunctions ○ Short sentences for effect 	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and begin to develop atmosphere ('show not tell') ○ Use a range of clause structures, sometimes varying their position within in the sentence for effect ○ Use of subordinating conjunctions to add detail and extend ideas ○ Colons to introduce a list ○ Use dialogue in narratives to convey character or advance the action ○ Pre-modification and post-modification of nouns to give detail ○ Time/place adverbs/adverbials to aid cohesion ○ Indicate parenthesis using brackets, commas or dashes ○ Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition

Summer			
Core Text/Stimulus	 <p>Emperor Penguins</p>	 <p>The Explorer</p>	 <p>Scott of the Antarctic</p>
Independent purposeful writing outcome	Non-Chronological Report: Plan and write a non-chronological report about an arctic animal.	Narrative: write the next chapter of 'The Explorer'	Diary entry: write a diary entry as a member of the camera crew filming the emperor Penguin Dynasties.
Key grammar and punctuation skills	<ul style="list-style-type: none"> ○ Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (formal tone, sub-headings, rhetorical questions, technical language) ○ Post modification of nouns (relative clause) ○ Commas, brackets and dashes to indicate parenthesis ○ Pre-modification of nouns to give detail (precise adjectives) ○ Subordinating conjunctions to extend ideas and give detail ○ Adverbials to aid cohesion (use of commas when fronted) ○ Use punctuation to ensure meaning is clear, particularly commas for clarity 	<ul style="list-style-type: none"> ○ Subordinating conjunctions to extend ideas and give detail ○ Use a range of clause structures, sometimes varying their position within in the sentence for effect ○ Colons to introduce a list ○ Pre and post modification of nouns to give detail ○ Adverbials to aid cohesion and give extra detail ○ Use dialogue in narratives to convey character or advance the action ○ Accurate speech punctuation ○ In narratives, describe settings, characters and begin to develop atmosphere ('show not tell') ○ Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> ○ Pre and post modification of nouns to give detail (including relative clauses) ○ Commas, brackets and dashes to indicate parenthesis ○ Subordinating conjunctions to extend ideas and give detail ○ Use a range of clause structures, sometimes varying their position within in the sentence for effect ○ Link ideas using adverbials of time, place and number (commas when fronted) ○ Use a range of verb forms, particularly the perfect, to mark relationships of time and cause
Spelling	Spelling is taught 5x per fortnight following the No-Nonsense Spelling Scheme. A have-a-go approach is adopted in writing lessons.		
Handwriting	Handwriting is taught 5x per fortnight across the school year following Letter join. Cursive handwriting is modelled in all writing lessons.		

YEAR 6 WRITING OVERVIEW

	Autumn 1		Autumn 2	
Core Text/Stimulus	 <p>Postcard from Prison</p>	 <p>A Monster Calls</p>	 <p>Great Women who made history</p>	 <p>Rose Blanche</p>
Independent purposeful writing outcome	Write a postcard from a fairy-tale villain.	Write a story about facing fears.	Write a biography about a WW2 figure.	Narrative set in WW2.
Key grammar and punctuation skills	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (informal tone for postcard, use of first person) select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use of contracted forms) Use of question marks Apostrophes for contraction Direct address Devices to build cohesion (adverbials of time and place, pronouns) Brackets, dashes and commas to indicate parenthesis (Y5) 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use contracted forms in dialogues in narrative) Revise use of commas to list. Use of adverbials to give detail (punctuated with a comma if fronted Y4). Relative clauses to give detail(Y5) Subordinate clauses to give extra detail Brackets, dashes and commas to indicate parenthesis (Y5) Use a range of devices to aid cohesion (conjunctions, adverbs, pronouns, repetition and synonyms) Semi colon 	<ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (precise adjectives and verbs) Subordinate conjunctions to give extra detail Brackets, dashes and commas to indicate parenthesis (Y5) Relative clauses to give detail(Y5) Use the range of punctuation taught at key stage 2 mostly correctly (colons, hyphens, inverted commas for a quote, commas to separate clauses) Paragraphs around a theme Apostrophe for possession 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use contracted forms in dialogues in narrative) Use the range of punctuation taught at key stage 2 mostly correctly (semi-colons, colons, hyphens and speech punctuation) Use a range of devices to aid cohesion (conjunctions, adverbs, pronouns, repetition and synonyms) Pre and post modification of nouns to create ENP. Relative clauses to give detail(Y5) Subordinate clauses to give extra detail

	Spring 1		Spring 2	
<p>Core Text/Stimulus</p>  <p>Kick Persuasive Letter</p>  <p>The Firework Makers Daughter</p>  <p>Origins of Species</p>  <p>Inside the Villains (Residential Week)</p>	<p>Write a persuasive letter to stop river pollution (link to geography topic).</p>	<p>Write a story which challenges stereotypes.</p>	<p>Write a non-chronological report</p>	<p>Re-tell a traditional tale.</p>
<p>Key grammar and punctuation skills</p>	<ul style="list-style-type: none"> ○ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (direct address in persuasive letter, emotive language) ○ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (positive adjectives, modal verbs) ○ ENP ○ Adverbials to give detail (time and place). ○ Subordinate conjunctions to introduce opposing opinion ○ use the range of punctuation taught at key stage 2 mostly correctly (colon and inverted commas for a quote). ○ Revise: Question mark and commas to list ○ Relative clauses to give extra detail (Y5) ○ Brackets, dashes and commas to indicate parenthesis (Y5) 	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and atmosphere ○ Integrate dialogue in narratives to convey character and advance the action ○ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use contracted forms in dialogues in narrative) ○ Relative clauses to give detail(Y5) ○ Subordinate clauses to give extra detail ○ Brackets, dashes and commas to indicate parenthesis (Y5) ○ Use a range of devices to aid cohesion (conjunctions, adverbs, pronouns, repetition and synonyms) ○ Pre and post modification of nouns to create ENP ○ Adverbials to give detail ○ Use the range of punctuation taught at key stage 2 mostly correctly (colon and speech punctuation) 	<ul style="list-style-type: none"> ○ Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (formal tone, direct address) ○ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (precise adjectives and verbs) ○ Subordinate conjunctions to introduce opposing opinion ○ Brackets, dashes and commas to indicate parenthesis (Y5) ○ Relative clauses to give detail(Y5) ○ Adverbials to give detail (time, place and probability) ○ Commas after fronted adverbials ○ Commas in a list ○ Colons to introduce a list ○ Sub-headings to guide the reader 	<ul style="list-style-type: none"> ○ In narratives, describe settings, characters and atmosphere ○ Integrate dialogue in narratives to convey character and advance the action ○ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use contracted forms in dialogues in narrative) ○ Relative clauses to give detail(Y5) ○ Brackets, dashes and commas to indicate parenthesis (Y5) ○ Use a range of devices to aid cohesion (conjunctions, adverbs, pronouns, repetition and synonyms) ○ Pre and post modification of nouns to create ENP ○ Adverbials to give detail

	Summer 1		Summer 2	
Core Text/Stimulus	 <p>Paperman Narrative</p>	 <p>Screen or No Screen Balanced Argument</p>	 <p>The Journey Narrative</p>	 <p>The Moth Poetry</p>
Independent purposeful writing outcome	Write and write a love story.	Write a balanced argument linked to climate change.	Plan and write a journey story.	Write and perform a poem about change.
Key grammar and punctuation skills	<ul style="list-style-type: none"> o In narratives, describe settings, characters and atmosphere o Integrate dialogue in narratives to convey character and advance the action o Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use contracted forms in dialogues in narrative) o Use the range of punctuation taught at key stage 2 mostly correctly (semi-colons, speech punctuation) o Use a range of devices to aid cohesion (adverbials of time and place and conjunctions) o Fronted adverbials (Y4) o Pre and post modification of nouns (ENP) 	<ul style="list-style-type: none"> o Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (formal language) o Indicate parenthesis using brackets, dashes and commas (Y5) o Use of contrasting conjunctions to show differing opinions o Colons to introduce a list (revise commas in a list Y2) o Relative clauses to give extra detail (Y5) o Brackets, dashes and commas to indicate parenthesis (Y5) o Subordinate clauses to give extra detail o Use of semi-colons 	<ul style="list-style-type: none"> o In narratives, describe settings, characters and atmosphere o Integrate dialogue in narratives to convey character and advance the action o Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (use contracted forms in dialogues in narrative) o Use the range of punctuation taught at key stage 2 mostly correctly (semi-colons, colons, hyphens and speech punctuation) o Use a range of devices to aid cohesion (conjunctions, adverbs, pronouns, repetition and synonyms) o Pre and post modification of nouns to create ENP. o Relative clauses to give detail(Y5) o Subordinate clauses to give extra detail 	<ul style="list-style-type: none"> o Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader o In narratives, describe settings, characters and atmosphere o Precise adjectives and verbs o Pre and post modification of nouns to create ENP. o Synonyms to avoid repetition and aid cohesion
Spelling	Spelling is taught 5x per fortnight following the No-Nonsense Spelling Scheme. A have-a-go approach is adopted in writing lessons.			
Handwriting	Handwriting is taught 5x per fortnight across the school year following Letter join. Cursive handwriting is modelled in all writing lessons.			

