

## St Denys Primary School Writing Outcomes Whole School Overview

<b>EYFS</b>	Labelling pictures from a text Writing a list Retelling events in a story Captions Writing a recount of a story Sentences to explain Speech Bubbles			
<b>Milestone 1</b>	<b>Writing to Entertain</b> Narrative Description Poetry		<b>Writing to Inform</b> Recount Letter Instructions	
<b>Milestone 2</b>	<b>Writing to Entertain</b> Narrative Description Poetry	<b>Writing to Inform</b> Explanation Newspaper Report Recount Letter Instructions	<b>Writing to Persuade</b> Advert Letter Poster	
<b>Milestone 3</b>	<b>Writing to Entertain</b>  Narrative Description Poetry	<b>Writing to Inform</b>  Non-Chron Report Newspaper Report Biography Explanation Recount Letter Instructions	<b>Writing to Persuade</b>  Speech Campaign Advert Letter Poster	<b>Writing to Discuss</b>  Argument Newspaper Review

# St Denys Primary School Writing Whole School Overview

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Year R						
Writing Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outcome:</b> ch to explore their mark making skills <b>Purpose:</b> Mark making <b>Audience:</b> for their own exploration <b>Format:</b> lots of drawing, tracing, colouring	<b>Outcome:</b> ch to become more familiar with pencil control <b>Purpose:</b> mark making, letter formation and sound writing <b>Audience:</b> to show their ideas to others <b>Format:</b> lots of drawing, tracing, colouring and copy letter shapes	<b>Outcome:</b> ch to practice good pencil grip and follow a pattern/letter shape <b>Purpose:</b> letter formation, sound writing, word writing <b>Audience:</b> to show their ideas to others <b>Format:</b> writing words on paper, practise letter shapes, make word booklets	<b>Outcome:</b> ch to practise good pencil grip and follow a pattern/letter shape <b>Purpose:</b> sound writing, word writing and caption writing <b>Audience:</b> to write what they know <b>Format:</b> labelling work, describing drawings, write lists, make info booklets	<b>Outcome:</b> ch to show good pencil control and show some good letter formations <b>Purpose:</b> all letter formations, word writing, captions and sentence writing <b>Audience:</b> to write to inform others <b>Format:</b> writing short sentences about topic work, describing pictures writing short sentences	<b>Outcome:</b> ch to show good pencil control and show some good letter formations <b>Purpose:</b> all letter formations, word writing, captions and sentence writing <b>Audience:</b> to write stories and facts for others to read. <b>Format:</b> 2 to 3 sentence stories, information texts.

Year R						
Writing Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Understand that their writing carries meaning and in English it is read from left to right and top to bottom</li> <li>Orally rehearse</li> <li>Develop correct pencil grip</li> <li>Form letters correctly and from correct starting point</li> <li>Apply phonics skills in writing</li> <li>Draw on what they have read and listened to</li> </ul>					
	<ul style="list-style-type: none"> <li>Understand that print carries meaning and in English it is read from left to right and top to bottom</li> <li>Name writing – on all work</li> </ul>	<ul style="list-style-type: none"> <li>Representing sounds in order Initial sounds</li> <li>Writing CVC words</li> <li>Phase 2 tricky words</li> <li>Captions</li> </ul>	<ul style="list-style-type: none"> <li>Writing CVC words with phonetically plausible spellings</li> <li>Captions and simple sentences</li> <li>Phase 2 and 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>CVC/ CVCC/ CCVC words with phonetically plausible spellings</li> <li>using some diagraphs</li> <li>Phase 3 tricky words</li> </ul>	<ul style="list-style-type: none"> <li>CVC/ CVCC/ CCVC words with phonetically plausible spellings using many diagraphs</li> <li>Phase 3 tricky words Use a full stop Start</li> </ul>	<ul style="list-style-type: none"> <li>Writing clearly read by others</li> <li>CVC/ CVCC/ CCVC words with phonetically plausible spellings using at</li> </ul>

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	<ul style="list-style-type: none"> <li>• Writing some recognisable letters</li> </ul>		<ul style="list-style-type: none"> <li>• Use finger spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Simple sentences</li> <li>• Start to use a full stop</li> <li>• Use finger spaces</li> </ul>	<p>to use capital letters Re-read what is written and check it Use finger spaces Write more than 1 sentence</p>	<p>least 10 diagraphs</p> <ul style="list-style-type: none"> <li>• Phase 4 tricky words</li> <li>• Use a full stop</li> <li>• Use capital letters</li> <li>• Re-read what is written and check it</li> <li>• Use finger spaces</li> <li>• Write more than 1 sentence</li> </ul>
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Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: PoR and Key Texts						
Reading for Pleasure	<p>Other books by Oliver Jeffers Books by Shirley Hughes</p> 	<p>Oliver Jeffers space books: How to Catch a Star, The Way Back Home Other space themed stories</p> 	<p>Other Traction Man books &amp; other by Mini Grey Supertato series</p>  <p>Bear's Winter</p>	<p>Michael Rosen Season &amp; spring themed books</p> 	<p>Nikhil and Jay Save the Day Author: Chitra Soundar</p> 	 <p>And other Jill Tomlinson books Animal fiction (picture books)</p>
Additional Texts	<p>Counting Maths books e.g. Ten Little Pirates, Mr. Gumpy's Boat, One is a Crab All are Welcome Alexandra Penfold &amp; Suzanne Kaufman Children's books about Rosa Parks &amp; Emmeline Pankhurst</p>	<p>Nativity Stories – different versions</p>	<p>Non fiction books about the UK Atlases</p>	<p>Non fiction books: London and the Fire of London</p>	<p>Non fiction books and stories about planting, gardening and growth</p>	<p>Animal &amp; Zoo non-fiction texts Maps and atlases</p>

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Year 1						
Writing Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Outcome:</b> labels and captions  <b>Purpose:</b> to inform and describe  <b>Audience:</b> alien visitor to St Denys  <b>Format:</b> labels and captions to match photographs</p> <p><b>Outcome:</b> dictated sentence  <b>Purpose:</b> to inform and describe  <b>Audience:</b> my teacher  <b>Format:</b> dictated sentence including features of a sentence (capital letter, full stop)</p>	<p><b>Outcome:</b> recount of the moon landing  <b>Purpose:</b> to inform  <b>Audience:</b> other children  <b>Format:</b> fact book</p> <p><b>Outcome:</b> instructions for my portable snack  <b>Purpose:</b> to explain how to make a portable snack  <b>Audience:</b> other children following the instructions  <b>Format:</b> numbered instructions</p>	<p><b>Outcome:</b> Description  <b>Purpose:</b> to describe a character  <b>Audience:</b> a classmate  <b>Format:</b> Short paragraph of linked sentences (time connectives).</p> <p><b>Outcome:</b> Letter  <b>Purpose:</b> To say thank you and express a character's changing feelings  <b>Audience:</b> Grandma (Traction Man book)</p>	<p><b>Outcome:</b> Recount of the Fire of London  <b>Purpose:</b> to inform  <b>Audience:</b> other children  <b>Format:</b> fact file and information paragraphs</p> <p><b>Outcome:</b> Group poem  <b>Purpose:</b> To entertain  <b>Audience:</b> Parents  <b>Format:</b> collaborative poetry format (each child contributes 1-2 lines)</p>	<p><b>Outcome:</b> Patten's pumpkin story (own version)  <b>Purpose:</b> To entertain  <b>Audience:</b> other children  <b>Format:</b> Narrative – own version of a familiar story.</p> <p><b>Outcome:</b> Instructions about growing a plant  <b>Purpose:</b> To inform  <b>Audience:</b> other children  <b>Format:</b> Step by step instructions (time connectives).</p>	<p><b>Outcome:</b> An adventure for Otto the penguin  <b>Purpose:</b> To entertain  <b>Audience:</b> other children  <b>Format:</b> Additional chapter of 'The Penguin who wanted to find out'</p> <p><b>Outcome:</b> Animal fact file  <b>Purpose:</b> To inform  <b>Audience:</b> other children  <b>Format:</b> Fact file with information paragraph,</p>

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			<b>Format:</b> Thank you letter			captions and labels
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## St Denys Primary School Writing Whole School Overview

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills - Composition	<ul style="list-style-type: none"> <li>Orally retell stories</li> <li>Orally rehearse and compose sentences for their own writing</li> <li>Sequence sentences to form short narratives</li> <li>Draw on what they have read and listened to</li> <li>Reread what they have written for sense</li> <li>Discuss their writing with others</li> <li>Read their writing aloud clearly enough to be heard</li> </ul>					
	<ul style="list-style-type: none"> <li>Retell familiar stories</li> <li>Discuss similarities and differences in stories</li> <li>Say what they want to write (words and captions)</li> <li>Read what they have written to the teacher</li> </ul> <p>We are writers: Write a dictated sentence with accurate punctuation</p>	<ul style="list-style-type: none"> <li>Retell familiar stories</li> <li>Say what they want to write – sentences</li> <li>Use sentence stems to compose longer sentences</li> <li>Reread what they have written for sense – missing sounds, words</li> <li>Read what they have written to the teacher and to their peers</li> </ul> <p>We are writers: Write dictated sentences (2) with accurate punctuation</p>	<ul style="list-style-type: none"> <li>Retell familiar stories</li> <li>Discuss similarities and difference in stories, including enjoying a series of books or books by the same author</li> <li>Orally rehearse sentences before writing</li> <li>Reread what they have written for sense – missing sounds, words, begin to add more detail / improve their ideas</li> <li>Discuss their writing and read it aloud</li> </ul> <p>We are writers: Write own sentences with accurate punctuation</p>	<ul style="list-style-type: none"> <li>Retell familiar stories</li> <li>Discuss similarities and difference in stories, including enjoying a series of books or books by the same author</li> <li>Orally rehearse sentences before writing</li> <li>Reread what they have written for sense – missing sounds, words, begin to add more detail / improve their ideas</li> <li>Discuss their writing and read it aloud</li> </ul> <p>We are writers: Write own sentences with accurate punctuation</p>	<ul style="list-style-type: none"> <li>Retell familiar stories and adapt familiar stories to create their own versions</li> <li>Orally rehearse sentences before writing</li> <li>Reread what they have written for sense – missing sounds, words, begin to add more detail / improve their ideas</li> <li>Discuss their writing and read it aloud</li> </ul> <p>We are writers: Write short paragraph with accurate punctuation</p>	<ul style="list-style-type: none"> <li>Retell familiar stories and adapt familiar stories to create their own versions</li> <li>Orally rehearse sentences before writing</li> <li>Reread what they have written for sense – missing sounds, words, begin to add more detail / improve their ideas</li> <li>Discuss their writing and read it aloud</li> </ul> <p>We are writers: Write more than 1 paragraph with accurate punctuation</p>

## St Denys Primary School Writing Whole School Overview

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Year 1						
Writing Skills – Spelling	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Apply phonics skills in writing - segment</li> <li>• Spell CEW – phase 2 - 5</li> <li>• Capital letters and full stops</li> <li>• Finger spaces</li> <li>• Correct pencil grip</li> </ul>					

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<ul style="list-style-type: none"> <li>Form letters correctly and from correct starting point</li> <li>Respond to teacher feedback and correct capital letters, full stops and spellings</li> </ul>					
<b>SPAG</b> <b>Phase 3 and 4</b> Finger spaces Capital letters for start of sentences Full stops for ending sentences Question marks  <b>Handwriting focus:</b> Form capital letters correctly (lower-case taught alongside) Letters on the line	<b>SPAG</b> <b>Phase 5</b> Finger spaces Capital letters for names, places Adjectives Imperative verbs Time words Using 'and'  <b>Handwriting focus:</b> Clear ascenders	<b>SPAG</b> <b>phase 5</b> Introduce exclamation marks Capital letters for names, places Suffixes- ed First person Revisit adjectives  <b>Handwriting focus:</b> Clear descenders	<b>SPAG</b> <b>phase 5</b> Capital letters for names, places Prefix un- Time words Question marks Past tense Using but, or  <b>Handwriting focus:</b> Clear descenders	<b>SPAG</b> <b>Phase 5</b> Revisit adjectives Revisit imperative verbs Suffixes- er, est Revisit adjectives Revisit exclamation marks  <b>Handwriting focus:</b> Recap letter formation for focus letters	<b>SPAG</b> <b>Phase 5</b> Plurals –s and -es Suffixes- ing Revisit exclamation marks  <b>Handwriting focus:</b> Recap letter formation for focus letters

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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: PoR and Key Texts	 <p>Claude in the city Alex T Smith</p>	 <p>The Lonely Beast Chris Judge</p>	 <p>Lila and the Secret of Rain David Conway and Jude Daly</p>	 <p>The Adventures of Egg Box Dragon Richard Adams</p>	 <p>The Hodgehog Dick King Smith</p>	 <p>The Bee who spoke Al MacCuish</p>
Reading for Pleasure	 <p>Claude in the Country Alex T. Smith</p>	 <p>The Snow Beast Chris Judge</p>	 <p>The Day the Rains Fell Anne Faundez</p>	 <p>Kaspar Prince of Cats Michael Morpurgo</p>	 <p>The Gingerbread Star Anne Fine</p>	 <p>Happy Mouseday Dick King-Smith</p>

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Additional Texts	Goldilocks and the Three Bears Jack and the Beanstalk The Three Little Pigs Little Red Riding Hood The Gingerbread Man	Bedtime for Monsters by Ed Vere Emily Brown and the Thing by Cressida Cowell Ogres don't Dance by Ann Carey Other Chris Judge books – Tin and The Great Explorer  Life Cycles (set of books) by Camilla de la Bedoyere	My Name is not Refugee by Kate Milner The Same but Different Too by Karl Newson TingaTinga Tales – Why the Elephant has a Trunk by Claudia Lloyd Lions by Valerie Bodden African Elephant by Dr Festus W. Iwagi Leopards by Claire Throp Elephants are Awesome by Martha E. E. Rustad	Pigeon P.I. by Meg McLaren Inspector Brunswick: The Case of the Missing Eyebrow by Angela Keoghan and Chris Lam Sam Hermelin: The Detective Mouse by Mini Grey The Detective Dog by Julia Donaldson and Sara Ogilvie The Lost Property Office by Emily Rand Zim Zam Zoom by James Carter	The Sheep Pig by Dick King Smith The Invisible dog by Dick King Smith Magmus Powermouse by Dick King Smith The Hedgehog handbook by Sally Coulthard All things hedgeogs for kids	A lion in Paris, by Beatrice Alemagna A Walk in Paris, by Salvatore Rubbino Little Honey Bee by Jane Ormes, The Boy Who Lost His Bumble by Trudi Esberger
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Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Outcomes	<b>Narrative</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> New Claude adventure story.  <b>Persuasive letter</b> <b>Purpose:</b> To persuade	<b>Persuasive letter</b> <b>Purpose:</b> To persuade <b>Audience:</b> Peers/younger children <b>Format:</b> Letter to persuade the mayor to let the Beast stay in the park.	<b>Setting description</b> <b>Purpose:</b> To entertain. <b>Audience:</b> Peers/younger children <b>Format:</b> setting description of places/locations/villages in Kenya  <b>Poetry</b>	<b>Instructions</b> <b>Purpose:</b> To inform <b>Audience:</b> Younger and older children (Year 1 and 3) <b>Format:</b> Set of instructions of 'How to...make an Egg Box	<b>Writing in role</b> <b>Purpose:</b> To entertain <b>Audience:</b> Younger children/peers <b>Format:</b> Writing in role as Max the hedgehog  <b>Information text</b> <b>Purpose:</b> To inform	<b>Poetry</b> <b>Purpose:</b> To entertain <b>Audience:</b> Younger children/peers <b>Format:</b> Poem based on Five minutes at the window by Norman McCraig

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	<p><b>Audience:</b> Peers/younger children</p> <p><b>Format:</b> Letter to persuade Claude to tell the truth</p>	<p><b>Poetry</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children (Rainbow) <b>Format:</b> Descriptive jellyfish poem using Michael Rosen as inspiration.</p> <p><b>Character description</b> <b>Purpose:</b> To entertain. <b>Audience:</b> Younger children (year 1) <b>Format:</b> Character description of a friend for the Lonely Beast.</p>	<p><b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> Call and Response poem using African music/ songs as inspiration.</p> <p><b>Narrative</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> New/ alternative story set in a Kenyan village</p> <p><b>Instructions</b> <b>Purpose:</b> To inform <b>Audience:</b> Younger children (year 1)</p>	<p>Dragon (following creative task)</p> <p><b>Narrative</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers (class book) <b>Format:</b> Under the Moon story inspired by text and Zoltar theme</p> <p><b>Poetry</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/older children (lower KS2) <b>Format:</b> Kenning poem using Beware by James Carter as inspiration.</p> <p><b>Persuasive letter</b> <b>Purpose:</b> To persuade</p>	<p><b>Audience:</b> Peers/younger and older children <b>Format:</b> Writing an information text about hedgehogs.</p> <p><b>Character description</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> Character description of Max the hedgehog.</p> <p><b>Narrative</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> Story based on Max the hedgehog and his next adventure.</p>	<p><b>Character description</b> <b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> Character description of Belle.</p> <p><b>Persuasive poster</b> <b>Purpose:</b> To persuade <b>Audience:</b> Peers <b>Format:</b> Persuasive poster for one of the gifts in Belle's suitcase</p> <p><b>Information text</b> <b>Purpose:</b> To inform <b>Audience:</b> Peers/younger children</p>
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			<p><b>Format:</b> Set of instructions of 'How to...make a rain shaker and paper windmill (following making items)</p> <p><b>Non-chronological report</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Younger children and lower KS2 children  <b>Format:</b> Informative non-fiction text on a Kenyan animal</p>	<p><b>Audience:</b> Peers  <b>Format:</b> Letter (in role) to persuade Egg Box Dragon to help find a lost item</p> <p><b>Informal letter</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Peers/ younger children (Rainbow)  <b>Format:</b> Invitation for Queen's party</p> <p><b>Fact File</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Lower KS2 children  <b>Format:</b> Fact file (information text) about Magpies</p> <p><b>Personal Narrative</b></p>		<p><b>Format:</b> Information text about bees</p>
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				<b>Purpose:</b> To entertain <b>Audience:</b> Peers/younger children <b>Format:</b> Feeling proud story inspired by main character (medal)		
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### Year 2

Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills – Composition	<ul style="list-style-type: none"> <li>Engage in drama, role play and first-hand experiences to help develop ideas for their own writing</li> <li>Articulate what they plan to write, composing a sentence orally before writing it</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Write down ideas, key vocabulary and use simple planning approaches (note making, annotations, mind maps, S-plans)</li> <li>Draw on what they have read and listened to</li> <li>Sequence ideas logically and coherently</li> <li>Paragraphing</li> <li>Write for different purposes</li> <li>Select language with a growing awareness of the reader in mind</li> <li>Reread what they have written for sense and edit to improve coherence, including correct and consistent use of tense</li> <li>Evaluating their writing with the teacher and other pupils</li> </ul>					



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<ul style="list-style-type: none"> <li>• form lower-case letters correctly and of consistent size</li> <li>• use spacing between words that reflects the size of the letters</li> <li>• To write a simple sentence with a capital letter and full stop</li> <li>• To recognise and identify nouns</li> <li>• To recognise and use adjectives to describe nouns</li> <li>• To recognise and write expanded noun phrases</li> <li>• To write a sentence that includes a CL, FS and an expanded noun phrase</li> <li>• Main features of letter writing</li> </ul>	<ul style="list-style-type: none"> <li>• Write capital letters of the correct size in relationship with one another and form lower-case letters correctly and of consistent size</li> <li>• To recognise and use adjectives to describe nouns</li> <li>• To recognise and write expanded noun phrases</li> <li>• To write sentences that include expanded noun phrases and correct punctuation</li> <li>• To recognise and identify verbs.</li> <li>• To identify and use adverbs</li> <li>• To recognise and identify verbs.</li> <li>• To identify and use adverbs</li> <li>• Features of character descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join some letters.</li> <li>• To recognise and use adjectives to describe nouns</li> <li>• To write sentences that include expanded noun phrases and correct punctuation</li> <li>• To recognise and identify verbs.</li> <li>• To identify and use adverbs</li> <li>• To understand and use the past tense – regular past tense verbs (-ed)</li> <li>• To understand what a suffix is</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join some letters.</li> <li>• To recognise and use adjectives to describe nouns</li> <li>• To write sentences demarcated with CL and FS that include expanded noun phrases and correct punctuation</li> <li>• To write and use the past tense of common irregular verbs.</li> <li>• To understand the use of apostrophes in contracted forms</li> <li>• To identify and write contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join some letters.</li> <li>• To use coordinating and subordinating conjunctions.</li> <li>• To write sentences that include expanded noun phrases and adverbs.</li> <li>• To demarcate sentences with CL and FS.</li> <li>• To use adverbs.</li> <li>• To write contractions.</li> <li>• To edit writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes needed to join some letters.</li> <li>• To demarcate sentences with CL and FS.</li> <li>• To use coordinating and subordinating conjunctions.</li> <li>• To use commas in a list.</li> <li>• To write sentences that include expanded noun phrases.</li> <li>• To write contractions.</li> <li>• To edit writing</li> </ul>
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		<ul style="list-style-type: none"> <li>Revise features of letters</li> </ul>	and add simple suffixes to words correctly (ly/ ed) <ul style="list-style-type: none"> <li>Main features of instructions</li> <li>Main features of information texts/ non-chronological reports</li> <li>Format/style of call and response poems/ songs</li> <li>Revise features/ characteristics of descriptive writing</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use co-ordination and subordination</li> <li>Features of informal letters (invitations)</li> <li>Features/format/ style of Kenning poems</li> <li>Revise features of persuasive letters and information texts</li> </ul>		
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Year 2						
Writing Skills – Spelling	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Apply phonics skills in writing – segment</li> <li>Spell Year 1 and 2 CEW</li> <li>Capital letters at the beginning of sentences and for people, places, days and personal pronoun I</li> </ul>					

## St Denys Primary School Writing Whole School Overview

<ul style="list-style-type: none"> <li>• Full stops</li> <li>• Develop fluent, legible handwriting, forming letters correctly from correct starting points, with correct orientation, a consistent size and using finger spaces</li> <li>• Respond to teacher feedback and correct capital letters, full stops and spellings</li> <li>• Proofread for and for spelling, punctuation and grammar errors, independently making simple revisions to their writing</li> </ul>						
<ul style="list-style-type: none"> <li>• Revisit Phase 2 – 5</li> <li>• Suffixes – ed &amp; ing</li> <li>• Imperative verbs</li> <li>• Know the present form of the verb ‘to be’ for each person</li> <li>• Present progressive tense (I am going/ She is running)</li> <li>• Adjectives and expanded noun phrases</li> <li>• Coordination and or but</li> <li>• Subordination because if</li> <li>• Types of sentences: Statements, Exclamation, Question, Command</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6 spelling rules</li> <li>• Suffixes – er, est</li> <li>• Past progressive tense (I was going/ She was running)</li> <li>• Conjunctions when that so</li> <li>• Comparatives (bigger, taller)</li> <li>• Prepositions</li> <li>• Apostrophes for possession (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6 spelling rules</li> <li>• Consolidate present and past progressive tense</li> <li>• First/ third person</li> <li>• Apostrophes for contractions</li> <li>• Commas to separate items in a list</li> <li>• Subordination when, if, that, because, so</li> <li>• Turning adjectives into adverbs using ly</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6 spelling rules</li> <li>• Suffixes – ful, less</li> <li>• Subordinating and co-ordinating conjunctions</li> <li>• Expanded noun phrases</li> <li>• Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6 spelling rules</li> <li>• Suffixes – ness, ment,</li> <li>• Past and present tense</li> <li>• Revise possessive apostrophes</li> <li>• Co-ordination &amp; subordination.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 6 spelling rules</li> <li>• Revise imperative verbs</li> <li>• Adverbs</li> <li>• Revise expanded noun phrases</li> <li>• Suffixes – recap all taught</li> <li>• Revise co-ordination &amp; subordination</li> </ul>	

# St Denys Primary School Writing Whole School Overview

Year 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: PoR and Key Texts						
Guided Reading						
Reading for Pleasure						



## St Denys Primary School Writing Whole School Overview

Year 3						
Writing Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outcome:</b> descriptive poem <b>Purpose:</b> to entertain <b>Audience:</b> the class <b>Format:</b> descriptive poem about the city	<b>Outcome:</b> chronological report <b>Purpose:</b> to inform <b>Audience:</b> the community <b>Format:</b> a chronological report about the metal arm that was found in the playground	<b>Outcome:</b> diary entry <b>Purpose:</b> to recount <b>Audience:</b> the boy <b>Format:</b> a diary entry, recounting the boy's day at the beach after finding the camera.	<b>Outcome:</b> information presentation <b>Purpose:</b> to inform <b>Audience:</b> St Denys children <b>Format:</b> PowerPoint about Mousehole	<b>Outcome:</b> diary entry from an alternative perspective <b>Purpose:</b> to recount <b>Audience:</b> Horatio <b>Format:</b> a diary entry, recounting Shylo's visit	<b>Outcome:</b> Imaginative story <b>Purpose:</b> to entertain <b>Audience:</b> peers <b>Format:</b> Children to write a narrative about the dream the old man could be having.
	<b>Outcome:</b> persuasive letter <b>Purpose:</b> to persuade <b>Audience:</b> the girl <b>Format:</b> a persuasive letter to the girl, persuading her to keep her promise	<b>Outcome:</b> newspaper report <b>Purpose:</b> inform <b>Audience:</b> the community <b>Format:</b> a newspaper report, informing a robot had been seen on Hogarth Hill	<b>Outcome:</b> short story <b>Purpose:</b> to entertain <b>Audience:</b> peers <b>Format:</b> A short retell of the story so far.	<b>Outcome:</b> Cornwall advert <b>Purpose:</b> to persuade <b>Audience:</b> people looking for holidays <b>Format:</b> leaflet	<b>Outcome:</b> information guide <b>Purpose:</b> to inform <b>Audience:</b> rabbits <b>Format:</b> an information guide about Ratzis, informing the rabbits what to look out for.	<b>Outcome:</b> descriptive poem <b>Purpose:</b> to entertain <b>Audience:</b> the class <b>Format:</b> descriptive poem about the forest
	<b>Outcome:</b> descriptive narrative <b>Purpose:</b> to entertain <b>Audience:</b> the girl <b>Format:</b> a recount from the girl's perspective	<b>Outcome:</b> a letter <b>Purpose:</b> to advise	<b>Outcome:</b> narrative	<b>Outcome:</b> diary entry	<b>Outcome:</b> diary entry	

## St Denys Primary School Writing Whole School Overview

	<p><b>Outcome:</b> setting description  <b>Purpose:</b> to entertain  <b>Audience:</b> the class  <b>Format:</b> a setting description</p>	<p><b>Audience:</b> Hogarth  <b>Format:</b> a letter which gives advice to Hogarth</p> <p><b>Outcome:</b> descriptive poem  <b>Purpose:</b> to entertain  <b>Audience:</b> the class  <b>Format:</b> descriptive poem about the space-bat-angel-dragon.</p> <p><b>Outcome:</b> adventure narrative  <b>Purpose:</b> to entertain  <b>Audience:</b> the class  <b>Format:</b> retell/ innovated story of the Iron Man</p>	<p><b>Purpose:</b> to entertain  <b>Audience:</b> the class  <b>Format:</b> an innovated story</p> <p><b>Outcome:</b> shape poem  <b>Purpose:</b> to entertain  <b>Audience:</b> the class  <b>Format:</b> shape poem about the ocean</p> <p><b>Outcome:</b> non-fiction fact file  <b>Purpose:</b> to inform  <b>Audience:</b> Year 2  <b>Format:</b> children will choose a research format e.g. PowerPoint, poster etc. about a sea life creature.</p>	<p><b>Purpose:</b> to recount  <b>Audience:</b> the cat  <b>Format:</b> diary entry from the cat's perspective</p> <p><b>Outcome:</b> descriptive poem  <b>Purpose:</b> to entertain  <b>Audience:</b> the storm cat  <b>Format:</b> descriptive poem for the storm cat to enjoy</p> <p><b>Outcome:</b> letter  <b>Purpose:</b> to give gratitude to Tom and the cat  <b>Audience:</b> Tom and the cat  <b>Format:</b> a letter thanking them for saving the day!</p>	<p><b>Purpose:</b> to recount  <b>Audience:</b> Shylo  <b>Format:</b> a diary entry from Shylo's perspective about him arriving in London.</p> <p><b>Outcome:</b> newspaper report  <b>Purpose:</b> to inform  <b>Audience:</b> the characters in the story  <b>Format:</b> a newspaper report about Buckingham Palace being broken into.</p> <p><b>Outcome:</b> formal letter  <b>Purpose:</b> to inform  <b>Audience:</b> the Queen  <b>Format:</b> a formal letter, recommending the</p>	<p><b>Outcome:</b> diary entry  <b>Purpose:</b> to recount  <b>Audience:</b> the man  <b>Format:</b> diary entry recounting his feelings about nothing changing.</p> <p><b>Outcome:</b> descriptive writing  <b>Purpose:</b> to entertain  <b>Audience:</b> peers  <b>Format:</b> setting description of the tin forest.</p> <p><b>Outcome:</b> descriptive narrative  <b>Purpose:</b> to entertain</p>
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## St Denys Primary School Writing Whole School Overview

				<b>Outcome:</b> innovated narrative <b>Purpose:</b> to entertain <b>Audience:</b> the class <b>Format:</b> retell/innovated story of the Mousehole Cat (from a different perspective)	<b>Royal Rabbits of London</b>  <b>Outcome:</b> innovated story <b>Purpose:</b> to entertain <b>Audience:</b> peers <b>Format:</b> Horatio's story	<b>Audience:</b> Mrs T-J <b>Format:</b> a retell of the story (GD innovate/different point of view)
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Year 3						
Writing Skills - Composition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Purpose and audience</li> <li>Continue to orally rehearse sentence by sentence</li> <li>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discussing and recording ideas</li> <li>Securing basic punctuation within whole pieces to aid coherence and read aloud to identify errors</li> <li>Paragraphing</li> <li>Progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Consistent and correct use of tense</li> <li>Proofreading, editing and improving their writing</li> <li>Assess the effectiveness of their own and others' writing and suggest improvements</li> </ul>					
	<p>Discussing how authors choice of language effect meaning.</p> <p>Expanded noun phrases to describe settings.</p> <p>Orally rehearsing their ideas and planning collaboratively.</p>	<p>Using modal verbs to ask investigative questions.</p> <p>Planning collaboratively to develop understanding of audience and purpose.</p> <p>Developing understanding of</p>	<p>Predicting the theme of the story.</p> <p>Using subordinating conjunctions in description.</p> <p>Writing in the perfect present tense.</p> <p>Making inferences.</p>	<p>Predicting the theme of the story.</p> <p>Researching to develop understanding of the topic.</p> <p>Developing language choices.</p>	<p>Using expanded noun phrases.</p> <p>Making inferences about characters' thoughts and feelings.</p> <p>Writing in first person.</p> <p>Using presentational devices appropriate for non-fiction texts.</p>	<p>Predicting the theme of the story.</p> <p>Considering characters' thoughts and feelings.</p> <p>Using expanded noun phrases, similes, metaphors, alliteration.</p>



## St Denys Primary School Writing Whole School Overview

<p>Exploring WAGOLLS (what is the purpose/ genre/ audience) and developing success criteria.</p> <p>Using good examples to aid planning.</p> <p>Using imperative verbs, rhetorical questions and repetition.</p> <p>Asking questions, using appropriate punctuation.</p> <p>Using first person and past tense.</p> <p>Developing vocabulary choices through layered planning.</p> <p>Making additions, revisions and</p>	<p>when to use formal language.</p> <p>Expanded noun phrases to describe characters.</p> <p>Using inverted commas to punctuate speech.</p> <p>Evaluating authors use of sentence length, punctuation and repetition for effect.</p> <p>Using modal verbs.</p> <p>Discussing tension in stories.</p> <p>Discussing how authors choice of language effect meaning.</p>	<p>Identifying features of a genre.</p> <p>Using fronted adverbials to mark time.</p> <p>Using prepositions.</p> <p>Using adverbs to describe verbs.</p> <p>Making additions, revisions and corrections when editing their writing.</p>	<p>Evaluating authors use of language.</p> <p>Changing formality to suit the genre e.g. informal retell.</p> <p>Using expanded noun phrases, similes, metaphors, onomatopoeias.</p> <p>Using inverted commas to punctuate speech.</p> <p>Creating suspense.</p> <p>Developing vocabulary choices through layered planning.</p>	<p>Using inverted commas to punctuate direct speech.</p> <p>Changing formality to suit the genre e.g. newspaper report, formal letter.</p> <p>Writing in third person.</p> <p>Considering perspectives of letters.</p> <p>Using drama to tell a story.</p> <p>Planning ideas through use of story map.</p> <p>Making additions, revisions and</p>	<p>Developing vocabulary choices through layered planning.</p> <p>Orally rehearsing their ideas and planning collaboratively.</p> <p>Listening and exploring poetry.</p> <p>Drama and role play to explore characters' perspectives.</p>
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## St Denys Primary School Writing Whole School Overview

	<p>corrections when editing their writing.</p> <p>Providing self and peer feedback in order to develop writing.</p>	<p>Innovating new characters.</p> <p>Using prepositions to express place.</p> <p>Planning through use of a rollercoaster.</p> <p>Making additions, revisions and corrections when editing their writing.</p>		<p>Orally rehearsing their ideas and planning collaboratively.</p> <p>Exploring features of letters.</p>	<p>corrections when editing their writing.</p>	
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Year 3						
Writing Skills – Spelling.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Secure accurate use of capital letters and full stops</li> <li>Secure use of ? for questions and ! for exclamations</li> <li>Use of conjunctions (when, if, because, who, which, while, as)</li> <li>Adverbs and prepositions to express time and cause</li> <li>Selecting adjectives and adverbs for interest</li> <li>Secure spelling rules for prefixes and suffixes, spell homophones and NC words and secure spelling rules for contractions</li> </ul>					

## St Denys Primary School Writing Whole School Overview

<ul style="list-style-type: none"> <li>• Lower case letters start and finish in the right place</li> <li>• Extending a main clause by adding a subordinate clause</li> <li>• Recap statements, question &amp; commands</li> <li>• Recap present and past tense, including irregular past tense and progressive present and past tense from Y2</li> <li>• Recap expanded nouns with commas between 2 adjectives</li> <li>• Introduce speech punctuation</li> <li>• Consolidate rules for prefixes – ed and ing, including with short vowels (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce and teach children to form letters with parallel down strokes in their handwriting</li> <li>• Synonyms and antonyms</li> <li>• Fronted adverbials</li> <li>• Commas after fronted adverbials</li> <li>• Singular and plural nouns – link to spelling</li> <li>• Recap apostrophes for contracted forms</li> <li>• 1st person/ 3rd person and tense agreement (including for irregular verbs e.g. to be)</li> <li>• Revise use of ? for questions and ! for exclamations</li> <li>• Extend repertoire of adverbs</li> <li>• Prepositions for place - under below beside through outside above</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative devices - Onomatopoeia and similes</li> <li>• Commas in a list</li> <li>• Extend range of sentences with more than one clause</li> <li>• Use 'a' or 'an' according to whether the next word begins with a consonant or a vowel [e.g. a rock, an open box]</li> <li>• Previs pronouns</li> <li>• Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> <li>• Extend repertoire of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Using and punctuating direct speech</li> <li>• Conjunctions, adverbs and prepositions to express time and cause</li> <li>• Indicating possession by using apostrophes with plurals</li> <li>• 1st person/ third person and tense agreement (including for irregular verbs e.g. 'to be')</li> <li>• Indicating possession by using apostrophes with singular nouns</li> <li>• Know how to construct a specific type of multi-clause sentence for action: He jumped up, flew to the window and peered out.</li> </ul>	<ul style="list-style-type: none"> <li>• Parallel down strokes in their handwriting</li> <li>• Figurative language (similes, alliteration and rhyme)</li> <li>• Know the difference between coordination and subordination and corresponding conjunctions (See NC appendix 2)</li> <li>• Extend range of sentences with more than one clause</li> <li>• Subheadings</li> <li>• 1st and 3rd person</li> <li>• Using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect – I have noticed/ She has finished (revise 'to have' present tense first)</li> <li>• Securing use of multi-clause sentences with correct demarcation</li> <li>• Revise and extend prepositions for place</li> <li>• Know the rule for using the determiners 'a' and 'an' and apply this in their writing</li> <li>• Punctuation of dialogue, including new speaker, new line</li> </ul>
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## St Denys Primary School Writing Whole School Overview

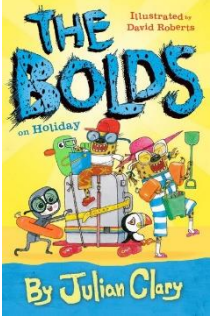
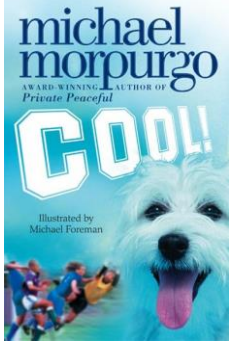
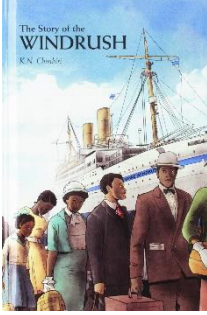
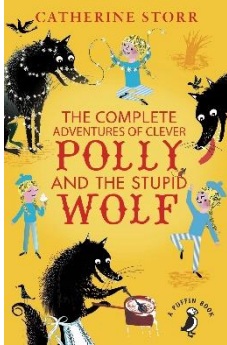
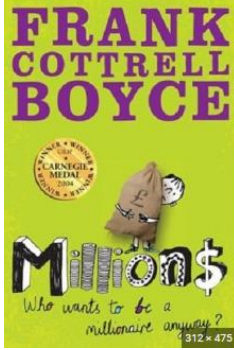

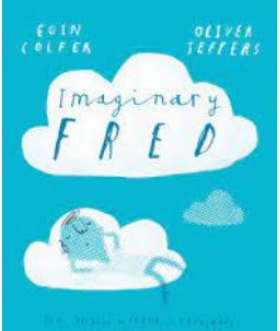
Year 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: PoR and Key Texts	The BFG 	The King Who Banned The Dark 	Varkjak's Paw 		Tom's Sausage Lion 	Charlotte's Web 

## St Denys Primary School Writing Whole School Overview

Guided Reading	<p>Into the Forest</p> 	<p>The BFG</p>  <p>(this to change to Autumn 1 next year)</p>	<p>Wonder</p> 	<p>Gregory Cool</p> 	<p>The Pebble in my Pocket</p>  <p>Atlas of Adventures</p> 	<p>The Last Tree</p> 
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## St Denys Primary School Writing Whole School Overview

Reading for Pleasure	<p>The Bolds</p> 	<p>Cool</p> 	<p>The Story of the Windrush</p>  <p>Clever Polly and the Stupid Wolf</p> 	<p>Millions</p> 	<p>The Accidental Prime Minister</p> 	<p>Imaginary Fred</p> 

## St Denys Primary School Writing Whole School Overview

Additional Texts	<p><b><u>Black history month:</u></b>  The Story of Windrush by K.N Chimbiri  Young, gifted and Black by Jamia Wilson</p> <p>The Wonder of Trees by Teresa Heapy  Peter and the Tree Children By Peter Wohlleben</p> <p><b>Captivating Curriculum:</b>  Any books associated with Living Things &amp; Their Habitats</p>	<p>Good Little Wolf by Nadia Shireen  The Complete Adventures of Clever Polly and the Stupid Wolf by Catherine Storr  The Heart and the Bottle by Harper Collins  Imaginary Fred by Eoin Colfer</p> <p><b>Captivating Curriculum:</b>  Any books associated with the Anglo-Saxons  Any books associated with Animals including Humans</p>	<p>Mouse Bird Snake Wolf by David Almond (Walker)  The Savage by David Almond (Walker)  Slog's Dad by David Almond (Walker)  Joe Quinn's Poltergeist by David Almond (Walker)  The Wolves in the Walls by Neil Gaiman (Bloomsbury)  The Day I Swapped My Dad for Two Goldfish by Neil Gaiman (Bloomsbury)</p> <p><b>Captivating Curriculum:</b>  Any books associated with Earthquakes and Volcanoes  Submission – R.E  Art Deco books  Books about States of Matter</p>	<p>The Day I Swapped My Dad For Two Goldfish by Neil Gaiman (Bloomsbury)  The Legend of Podkin One Ear by Kieran Larwood  The Tale of Despereaux by Kate DiCamillo  The Amazing Maurice and his Education  Rodents by Terry Pratchett  Percy Jackson Series by Rick Riordan  The Brownstone Series by Joe Todd-Stanton</p> <p><b>Captivating Curriculum:</b>  Any books associated with Sound (Science)  Easter (R.E)  The Vikings (History)  Print: Art Deco (Art)</p>	<p>High Rise Mystery by Sharna Jackson</p> <p><b>Captivating Curriculum:</b>  Any books associated with the water cycle (Geography)  Places of Worship (sacred) (PSHE)  Growing and changing (PSHE)  Electricity (Science)</p>	<p>Milo Imagines the World by Christian Robinson  Wildlife in Your Garden by Mike Dilger  A Climate in Chaos (Neal Layton)</p> <p><b>Captivating Curriculum:</b>  Water (symbols)  Growing and changing (PSHE)  Scientists and Inventors (Science)</p>
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## St Denys Primary School Writing Whole School Overview

Year 4						
Writing Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Outcome:</b> Setting Description  <b>Purpose:</b> To describe the setting in the first scene of The BFG  <b>Audience:</b> People want to know more about the setting  <b>Format:</b> Setting description</p> <p><b>Outcome:</b> Recount  <b>Purpose:</b> To recount recent events  <b>Audience:</b> Sophie or anyone she wishes to share it with  <b>Format:</b> Diary entry</p> <p><b>Outcome:</b> Character description using action, description and dialogue  <b>Purpose:</b> To describe the actions, words</p>	<p><b>Outcome:</b> Formal letter  <b>Purpose:</b> To offer advice about how to deal with being afraid of the dark  <b>Audience:</b> The prince (soon to be king)  <b>Format:</b> Formal letter</p> <p><b>Outcome:</b> diary entry from the perspective of an advisor  <b>Purpose:</b> To recount the events of people told about the dark ban  <b>Audience:</b> The person who wrote the diary or anyone they wish to share it with</p>	<p><b>Outcome:</b> Narrative  <b>Purpose:</b> To write a follow on chapter (chapter 3)  <b>Audience:</b> The reader of the book  <b>Format:</b> Narrative following the style of the author</p> <p><b>Outcome:</b> Diary entry  <b>Purpose:</b> To explain how a character is feeling  <b>Audience:</b> The person who wrote the diary or anyone they wish to share it with  <b>Format:</b> Informal diary entry</p>	<p><b>Outcome:</b> Response letter  <b>Purpose:</b> To explain why a view is wrong and to give an opinion  <b>Audience:</b> a character in the book (Elder)  <b>Format:</b> formal letter of response as a reader</p> <p><b>Outcome:</b> Writing in role as Varjak (a dream)  <b>Purpose:</b> to show people what his ideal life would be like  <b>Audience:</b> People who want to know more about Varkjak and his story</p>	<p><b>Outcome:</b> Persuasive Speech  <b>Purpose:</b> To persuade someone  <b>Audience:</b> The class  <b>Format:</b> Persuasive speech</p> <p><b>Outcome:</b> Letter writing  <b>Purpose:</b> To write a letter to explain his feelings (Tom)  <b>Audience:</b> Tom's dad  <b>Format:</b> Informal letter</p> <p><b>Outcome:</b> Book Review  <b>Purpose:</b> To tell people about the book</p>	<p><b>Outcome:</b> Diary Entry  <b>Purpose:</b> To talk about Fern's emotional journey  <b>Audience:</b> Fern  <b>Format:</b> informal diary entry</p> <p><b>Outcome:</b> Newspaper Report  <b>Purpose:</b> To tell people about the spider  <b>Audience:</b> The town  <b>Format:</b> Formal newspaper report</p> <p><b>Outcome:</b> Story Maps  <b>Purpose:</b></p>



## St Denys Primary School Writing Whole School Overview

<p>and characteristics of a character</p> <p><b>Audience:</b> People want to know more about the character</p> <p><b>Format:</b> Character description</p> <p><b>Outcome:</b> Instructions</p> <p><b>Purpose:</b> To tell someone how to make our own dreams</p> <p><b>Audience:</b> People who want to make our dream</p> <p><b>Format:</b> Instructions</p> <p><b>Outcome:</b> Poem</p> <p><b>Purpose:</b> To describe a noun through the form of a poem</p> <p><b>Audience:</b> People who want to know more about a noun</p> <p><b>Format:</b> Acrostic Poem</p> <p><b>Guided Reading</b></p>	<p><b>Format:</b> Diary entry</p> <p><b>Outcome:</b> Formal speech from the perspective of the king</p> <p><b>Purpose:</b> To explain to people why the dark should be banned</p> <p><b>Audience:</b> The general public</p> <p><b>Format:</b> Formal speech</p> <p><b>Outcome:</b> A newspaper explaining an event</p> <p><b>Purpose:</b> To inform people about an event that is happening</p> <p><b>Audience:</b> The general public</p> <p><b>Format:</b> Newspaper report</p>	<p><b>Outcome:</b> character description</p> <p><b>Purpose:</b> To show the reader what a setting is like</p> <p><b>Audience:</b> the reader</p> <p><b>Format:</b> descriptive character description</p> <p><b>Outcome:</b> Non-chronological report</p> <p><b>Purpose:</b> to inform people about the seven skills of 'The Way'</p> <p><b>Audience:</b> People who want to know more about The Way</p> <p><b>Format:</b> Non-chronological report</p>	<p><b>Outcome:</b> A poem (not rhyming)</p> <p><b>Purpose:</b> To give information about the characters in the book</p> <p><b>Audience:</b> People who want to know more about the characters</p> <p><b>Format:</b> a poem</p> <p><b>Outcome:</b> Missing Poster</p> <p><b>Purpose:</b> To inform the public that a cat is missing</p> <p><b>Audience:</b> The general public</p> <p><b>Format:</b> a formal poster</p> <p><b>Outcome:</b> Persuasive writing</p> <p><b>Purpose:</b> To persuade Holly to</p>	<p><b>Audience:</b> Anyone who is thinking about reading the book</p> <p><b>Format:</b> Formal book review</p> <p><b>Outcome:</b> Poetry</p> <p><b>Purpose:</b> To give information about the lion</p> <p><b>Audience:</b> The class</p> <p><b>Format:</b> a poem of choice</p> <p><b>Outcome:</b> Newspaper Report</p> <p><b>Purpose:</b> To tell people about Tom and the Lion</p> <p><b>Audience:</b> The country</p> <p><b>Format:</b> Newspaper report</p> <p><b>Outcome:</b> Diary Entry</p> <p><b>Purpose:</b> To explain how Tom is feeling</p>	<p><b>Audience:</b></p> <p><b>Format:</b></p> <p><b>Outcome:</b> Fact Files</p> <p><b>Purpose:</b> To tell people about spiders</p> <p><b>Audience:</b> Anyone who wants to know more about spiders</p> <p><b>Format:</b> non-chronological report</p> <p><b>Outcome:</b> Writing in Role</p> <p><b>Purpose:</b> To explain the feelings of a character</p> <p><b>Audience:</b></p> <p><b>Format:</b></p>
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## St Denys Primary School Writing Whole School Overview

	<p><b>Outcome:</b> Recount Letter</p> <p><b>Purpose:</b> To recount recent events in the form of a letter</p> <p><b>Audience:</b> The boy's dad in the story</p> <p><b>Format:</b> an informal letter</p> <p><b>Science</b></p> <p><b>Outcome:</b> Persuasive Poster</p> <p><b>Purpose:</b> To persuade people to protect hedgehogs</p> <p><b>Audience:</b> Everyone</p> <p><b>Format:</b> Poster</p>	<p><b>Outcome:</b> A persuasive letter</p> <p><b>Purpose:</b> To persuade the king to reverse the dark ban</p> <p><b>Audience:</b> The king</p> <p><b>Format:</b> A persuasive letter</p>		<p>save the other cats</p> <p><b>Audience:</b> Holly</p> <p><b>Format:</b> Informal persuasive letter</p> <p><b>Outcome:</b> Explanation writing</p> <p><b>Purpose:</b> To explain 'The Way'</p> <p><b>Audience:</b> People who want to know about The Way</p> <p><b>Format:</b> Children can choose</p>	<p><b>Audience:</b> Tom (as the writer)</p> <p><b>Format:</b> Informal diary entry</p>	<p><b>Outcome:</b> Character Descriptions</p> <p><b>Purpose:</b> To provide more information about a character</p> <p><b>Audience:</b> anyone who wants to know more about a character</p> <p><b>Format:</b> a paragraph</p>
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Year 4						
Writing Skills - Composition	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Purpose and audience</li> <li>• Continue to orally rehearse sentence by sentence</li> <li>• Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Securing basic punctuation within whole pieces to aid coherence and read aloud to identify errors</li> <li>• Paragraphing</li> <li>• Progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• Consistent use of tense</li> <li>• Proofreading, editing and improving their writing</li> <li>• Evaluate and edit by assess the effectiveness of their own and others' writing and suggest improvements</li> </ul>					
	<ul style="list-style-type: none"> <li>• Understand the importance of using senses in writing (hear, see, smell, taste and touch)</li> <li>• Be consistent in the tenses that are used in a piece of writing</li> <li>• Revise the use of organisational device</li> <li>• Recap tools for cohesion</li> <li>• Understand the order of events in a recount</li> </ul>	<ul style="list-style-type: none"> <li>• Weave a consistent and formal tone throughout</li> <li>• Revise the order of events in a recount</li> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Revise persuasive techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise when it is appropriate for an informal tone and a formal tone</li> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Understand the structure of</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of using senses in writing (hear, see, smell, taste and touch)</li> <li>• Be consistent in the tenses that are used in a piece of writing</li> <li>• Recognise when it is appropriate for an informal</li> </ul>	<ul style="list-style-type: none"> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Be consistent in the tenses that are used in a piece of writing</li> <li>• Revise persuasive techniques</li> <li>• Understand the use of the text in</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the use of organisational devices</li> <li>• Be consistent in the tenses that are used in a piece of writing</li> <li>• Understand the importance of using senses in writing (hear, see, smell, taste and touch)</li> <li>• Weave a consistent and</li> </ul>

## St Denys Primary School Writing Whole School Overview

	<ul style="list-style-type: none"> <li>Under the structure of an acrostic poem</li> <li>Revisit persuasive techniques</li> <li>Understand formality</li> <li>Understand the sequence in instructions</li> </ul>	<ul style="list-style-type: none"> <li>Understand the structure of what they're writing</li> <li>Revise speech punctuation to show when someone is talking or has spoken</li> <li>Revise the use of organisational devices</li> </ul>	<p>what they're writing</p> <ul style="list-style-type: none"> <li>Revise the use of organisational devices</li> <li>Understand the use of the text in a response piece of writing</li> <li>Revise persuasive techniques</li> </ul>	<p>tone and a formal tone</p> <ul style="list-style-type: none"> <li>Understand the structure of what they're writing</li> <li>Revise persuasive techniques</li> <li>Understand formality</li> <li>Understand the use of the text in a response piece of writing</li> </ul>	<p>a response piece of writing</p> <ul style="list-style-type: none"> <li>Understand the structure of what they're writing</li> <li>Recognise when it is appropriate for an informal tone and a formal tone</li> <li>Understand how to give an objective view respectfully</li> <li>Revise the use of organisational devices</li> </ul>	<p>formal tone throughout</p> <ul style="list-style-type: none"> <li>Understand the use of the text in a response piece of writing</li> <li>understand the structures of different poems and how poems are formed</li> <li>Recognise when it is appropriate for an informal tone and a formal tone</li> </ul>
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Year 4						
Writing Skills – Spelling, Punctuation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Secure accurate use of capital letters and full stops, use of ? for questions and ! for exclamations</li> <li>Secure spelling Y3 and Y4 rules for prefixes and suffixes, spell homophones and NC words</li> <li>Secure use of conjunctions (when, if, because, who, which, while, as), adverbs and prepositions to express time and cause</li> <li>Develop understanding of and use a greater variety of grammatical structures, including tense forms and clause structures</li> <li>Develop legible joined handwriting</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>Proofread to identify missing punctuation and self-correct</li> </ul>					

## St Denys Primary School Writing Whole School Overview

<ul style="list-style-type: none"> <li>• Revise and embed use of capital letters for proper nouns</li> <li>• Conjunctions, adverbs and prepositions to express time and cause</li> <li>• Revisit difference between coordination and subordination and corresponding conjunctions (See NC appendix 2)</li> <li>• Revise verb tenses – simple present and past</li> <li>• Revisit indicating possession by using apostrophes with singular nouns</li> <li>• Poetry – rhyme, rhythm alliteration</li> <li>• Figurative language – alliteration &amp; similes</li> <li>• Synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Verb tenses – introduce Present Perfect form (has arrived/ have travelled) of verbs and compare to simple past</li> <li>• Expanded noun phrases (adjectives)</li> <li>• Interesting adjectives</li> <li>• Switching clause position – Main/ Subordinate;</li> <li>Subordinate/ Main and noting difference in effect and purpose</li> <li>• Know to use a comma where the subordinate clause comes first</li> <li>• Possessive determiners / possessive pronouns (my/mine)</li> <li>• Fronted adverbials of time, place, manner</li> </ul>	<ul style="list-style-type: none"> <li>• Indicating possession by using apostrophes with plural nouns</li> <li>• Revisit Present Perfect verb form</li> <li>• Extending expanded noun phrase using ‘with’</li> <li>• Revisit the rule for using the determiners ‘a’ and ‘an’ and compare to the determiner ‘the’.</li> <li>Consider the difference between them in meaning.</li> <li>• Use the determiner ‘the’ as a guide to identifying nouns</li> <li>• Revise prepositions</li> <li>• Conjunctions to add points – as well as, also, in</li> </ul>	<ul style="list-style-type: none"> <li>• Precise nouns</li> <li>• Precise verbs</li> <li>• Verb inflections – continuous forms <i>he is running</i></li> <li>• Adverbials of time, place and manner</li> <li>• Revise using and punctuation of direct speech</li> <li>• Variety of sentence structures, including multi-clause sentences: <i>The windows rattled and the door creaked as the storm raged outside</i></li> <li>• Revise conjunctions taught</li> <li>• Revisit using and punctuating direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop and extend repertoire of precise nouns and verbs</li> <li>• Use a wider variety of conjunctions – even though, despite this, however</li> <li>• Revisit adding conjunctions - As well as, In addition, Also, Furthermore</li> <li>• Further determiners – demonstratives (e.g. this, those) and quantifiers (e.g. some, every)</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative language – Revise Onomatopoeia, Similes and Alliteration</li> <li>Teach Personification</li> <li>• Use a wider variety of conjunctions – therefore, although, until, unless, despite, even though, besides, however</li> <li>• Consolidate sentences with more than one clause, extending their range of conjunctions</li> </ul>
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## St Denys Primary School Writing Whole School Overview

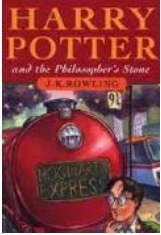

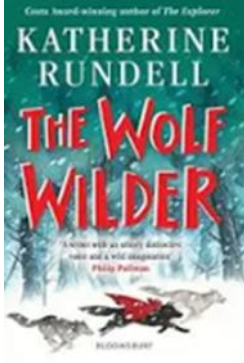

		<ul style="list-style-type: none"><li>• Comma after fronted adverbials</li></ul>	addition, furthermore <ul style="list-style-type: none"><li>• Use a wider variety of conjunctions – until/ unless</li></ul>			
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# St Denys Primary School Writing Whole School Overview

Year 5						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: PoR and Key Texts	<p>There's a Boy in the Girls' Bathroom by Louis Sachar</p> 	<p>Way Home by Libby Hathorn</p> 	<p>The Midnight Fox by Betsy Byars</p> 	<p>Varmints – Helen Ward</p> 	<p>The Journey – Francesca Sanna</p> 	<p>Twitch – M G Leonard</p> 
Guided Reading Texts	<p>Percy Poll's Peculiar Plants</p> 	<p>There's a Boy in the Girls' Bathroom by Louis Sachar</p> 	<p>The Midnight Fox by Betsy Byars</p> 	<p>Varmints – Helen Ward</p>  <p>Historium</p> 	<p>The Journey – Francesca Sanna</p>  <p>Historium</p> 	<p>Twitch – M G Leonard</p> 



## St Denys Primary School Writing Whole School Overview

Reading for Pleasure	<p>Harry Potter and the Philosophers' Stone by J.K Rowling</p> 	<p>The Garbage King by Elizabeth Laird</p> 	<p>Groosham Grange by Anthony Horowitz</p> 	<p>Wolf Wilder – Katherine Rundell</p> 	<p>The Boy at the Back of the Class – Onjali Q. Rauf</p> 	<p>Twitch – MG Leonard</p> 
Additional Texts						



## St Denys Primary School Writing Whole School Overview

Year 5						
Writing Outcomes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Outcome:</b> Diary Entry <b>Purpose:</b> To inform <b>Audience:</b> Character <b>Format:</b> Diary entry	<b>Outcome:</b> Setting Description <b>Purpose:</b> To entertain <b>Audience:</b> Peers/Younger year groups <b>Format:</b> Setting description	<b>Outcome:</b> Informal letter <b>Purpose:</b> To inform <b>Audience:</b> Characters friend/parents <b>Format:</b> Informal letter  <b>Outcome:</b> Non-chronological report about foxes <b>Purpose:</b> To inform <b>Audience:</b> Peers <b>Format:</b> Non-chronological report	<b>Outcome:</b> Descriptive piece of writing <b>Purpose:</b> To entertain <b>Audience:</b> Peers <b>Format:</b> Short narrative  <b>Outcome:</b> Balanced argument <b>Purpose:</b> To discuss <b>Audience:</b> The Varmints <b>Format:</b> An argument to discuss whether the Varmints should stay or go  <b>Persuasive Poster warning people about the</b>	<b>Outcome:</b> Extension to narrative  <b>Outcome:</b> Class Newspaper  <b>Outcome:</b> Persuasive Letter	<b>Outcome:</b> Explanatory Writing  <b>Outcome:</b> Extended Narrative

St Denys Primary School Writing Whole School Overview

				<b>outbreak of the Varmints</b> <b>Purpose:</b> To persuade <b>Audience:</b> Local member of the public <b>Format:</b> Warning Poster		
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Year 5						
Wri ting	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

## St Denys Primary School Writing Whole School Overview

- Plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Continuing to build a varied, rich and vivid bank of vocabulary, using synonyms to vary vocabulary across sentences
- Continue to develop and experiment with a range of sentence structures
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs
- Distinguishing between the language of speech and writing, choosing the appropriate register
- Ensuring the consistent and correct use of tense throughout a piece of writing, including correct subject and verb agreement when using singular and plural
- Proofread for accuracy and independently edit
- Evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects & clarify meaning

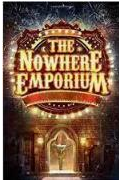


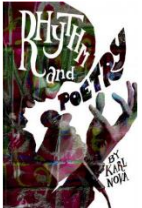


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Year 5						
Writing Skills – Spelling, Punctuation and Grammar	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>Secure spelling rules for prefixes and suffixes, spell words with silent letters, spell homophones and NC words</li> <li>Use dictionaries to check the spelling and meaning of words; use a thesaurus to find synonyms and extend vocabulary</li> <li>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task</li> <li>Secure accurate use of capital letters and full stops, use of ? for questions, ! for exclamations, and commas to clarify meaning or avoid ambiguity in writing</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Increase range of sentence structures with varied conjunctions</li> </ul>					
	<ul style="list-style-type: none"> <li>Revise word classes (Year 3/4 SPAG nouns/adjectives/verbs &amp; adverbs)</li> <li>Revise expanded noun phrases, with commas between adjectives and using 'with' to add further detail</li> <li>Revise prepositions</li> <li>Revisit multi-clause sentences for action (3 actions in one sentence)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit present perfect (present 'to have' + past tense e.g. I have finished) and teach past perfect (past 'to have' + past tense e.g. I had finished)</li> <li>Figurative language – revise similes, personification, onomatopoeia; teach metaphors</li> <li>Use relative clauses beginning with who, which, where, when,</li> </ul>	<ul style="list-style-type: none"> <li>Drop-in/ embedded clauses</li> <li>Revisit apostrophes for possession</li> <li>Interrupted speech</li> <li>Ellipsis for effect ...</li> <li>Revisit verb inflections – continuous forms e.g. he is reading/ she was running</li> <li>Revise coordination and</li> </ul>	<ul style="list-style-type: none"> <li>Dashes for parenthesis</li> <li>Revisit subordinate and relative clauses</li> <li>Speech (direct and indirect)</li> <li>Revisit brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Use colons to introduce a list</li> <li>Use semi-colons to separate items in a list (where each item is expanded)</li> <li>Continue to develop more complex sentence structures</li> <li>Revisit generalisers</li> <li>Use bullet points, punctuating each item consistently</li> </ul>	<ul style="list-style-type: none"> <li>Revisit punctuation and grammar taught and consolidate</li> </ul>

## St Denys Primary School Writing Whole School Overview

	<ul style="list-style-type: none"> <li>• Revise all year 4 punctuation, including revision of punctuating direct speech</li> <li>• Figurative language – revise alliteration, repetition and rhyme</li> <li>• Reteach and practice Y3/4 grammar based on need (1st/ 3rd person; conjunctions, adverbs and prepositions to express time and cause)</li> </ul>	<p>whose, that or with an implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none"> <li>• Brackets for parenthesis</li> <li>• Modal verbs to indicate degrees of possibility</li> <li>• Nouns and abstract nouns</li> </ul>	<p>subordination and corresponding conjunctions (See NC appendix 2)</p> <ul style="list-style-type: none"> <li>• Continue to revise all year 4 punctuation, including revision of using and punctuating direct speech</li> </ul>			
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# Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English: PoR and Key Texts	<p>Wolf Brother Michelle Paver</p>  <p>The Historium – Jo Nelson</p> 	<p>Shackleton's Journey William Grill</p>  <p>The Nowhere Emporium Ross Mackenzie</p> 	<p>Mama Miti. Wangari Maathai and the Trees of Kenya</p>  <p>The Other Side of Truth Beverly Naidoo</p> 	<p>Street Child Berlie Doherty</p> 	<p>Macbeth Leon Garfield</p> 	<p>Rhythm and Poetry Karl Nova</p>  <p>Film Unit: Alma – Rodrigo Blaas</p> 
Reading for Pleasure	<p>100 Best Poems for Children Roger McGough</p> 	<p>The Nowhere Emporium Ross Mackenzie</p> 	<p>The Other Side of Truth Beverly Naidoo</p> 	<p>Dark Sky Park Phillip Gross</p> 	<p>The Explorer – Katherine Rundell</p> 	<p>My Big Mouth Steven Camden</p> 

Additional Texts	<p>October, October- Katya Balen</p> <p>Variety of non-fiction books on Tudors</p> <p>Variety of non-fiction texts on Animals and their habitats</p> <p>Other books in Chronicles of Darkness Series</p>	<p>ICE TRAP! Shackleton's Incredible Expedition by Meredith Hooper</p> <p>Shackleton's Stowaway by Victoria McKernan</p> <p>Ice Story: Shackleton's Lost Expedition by Elizabeth Cody Kimmel</p> <p>Trapped By the Ice: Shackleton's Amazing Antarctic Adventure. By Michael McCurdy</p> <p>Endurance Expedition eBook by Kristin F. Johnson</p>	<p>Books Inspired by Wangari Muta Maathai's Work</p> <p>Wangari's Trees of Peace: A True Story from Africa - Jeanette Winter</p> <p>Wangari Maathai: The Woman Who Planted a Million Trees- Franck Prévot and Aurélia Fronty</p> <p>Seeds of Change: Wangari's Gift to the World - Jen Cullerton Johnson and Sonia Lynn Sadler</p> <p>Planting the Trees of Kenya: The Story of Wangari Maathai by Claire A Nivola</p> <p>We Are All Born Free – Amnesty International</p> <p>A is for Activist - Innosanto Nagara</p> <p>If the World Were a Village - David J. Smith and Shelagh Armstrong</p> <p>Our Planet: Infographic How It Works - Jon Richards and Ed Simkins</p> <p>How The World Works - Christiane Dorion and Beverley Young</p>	<p>Far from Home – Berlie Doherty</p> <p>Treason – Berlie Doherty</p> <p>Vile Victorians- Terry Deary, Villainous Victorians - Terry Deary illustrated by Martin A</p> <p>Christmas Carol, Charles Dickens, adapted by Gill Tavner</p> <p>Victorians (Eyewitness), Ann Kramer (Dorling Kindersley)</p> <p>You Wouldn't Want to Be a Victorian Schoolchild,</p>	<p>Shakespeare's Stories – Leon Garfield</p> <p>Mr. William Shakespeare's Plays – Marcia Williams</p> <p>Macbeth – Graphic novel</p> <p>Macbeth - Tales from Shakespeare</p>	<p>John Agard: Goldilocks on CCTV (</p> <p>John Agard: The Young Inferno (Frances Lincoln)</p> <p>John Agard: The Rainmaker Danced (Hodder)</p> <p>John Agard and Grace Nichols: Pumpkin Grumpkin (Walker)</p> <p>Grace Nichols: Cosmic Disco</p> <p>Benjamin Zephaniah: Talking Turkeys</p> <p>Benjamin Zephaniah: Funky Chickens</p> <p>John Lyons: Dancing in the Rain</p> <p>Valerie Bloom: Hot Like Fire</p>
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Year 6						
Writin	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



	<p><b>Non Chronological Report - Wolves</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Peers/Older Children  <b>Format:</b> Report about Wolves</p> <p><b>Narrative with Tension</b>  <b>Purpose:</b> To entertain  <b>Audience:</b> Peers/Older Children  <b>Format:</b> Recount about the fight between Hord and Torak</p> <p><b>Poetry with Imagery</b>  <b>Purpose:</b> To inform  <b>Audience:</b> Peers/Older Children  <b>Format:</b> Shape poem contrasting both sides of the forest</p>	<p><b>Discussion</b>  <b>Purpose:</b> To discuss whether Shackleton should take the risk to go or not  <b>Audience:</b> Peers  <b>Format:</b> Argument</p> <p><b>Persuasive Letter</b>  <b>Purpose:</b> To persuade Shackleton to take them on as a member of his crew  <b>Audience:</b> Earnest Shackleton  <b>Format:</b> Job application</p> <p><b>Formal Letter</b>  <b>Purpose:</b> To explain why Queen Elizabeth I won't be marrying her prospective suitors  <b>Audience:</b> The privy council  <b>Format:</b> Formal letter</p>	<p><b>Explanation of the function of the heart</b>  <b>Purpose:</b> To Explain  <b>Audience:</b> Older Children  <b>Format:</b> Explanation</p> <p><b>Recount of a Scene from Mama Miti</b>  <b>Purpose:</b> To Retell  <b>Audience:</b> Older Children  <b>Format:</b> Recount</p> <p><b>Speech to parents about changes they would like to see made in the world</b>  <b>Purpose:</b> to persuade  <b>Audience:</b> Parents  <b>Format:</b> Speech</p>	<p><b>Non-chronological report – Victorian Workhouses</b>  <b>Purpose:</b> to inform/persuade  <b>Audience:</b> peers  <b>Purpose:</b> to inform</p> <p><b>Persuasive Letter</b> to Jim to advise him what to do  <b>Purpose:</b> To Persuade  <b>Audience:</b> Jim  <b>Format:</b> Persuasive letter</p> <p><b>Recount of a scene from Street Child:</b>  <b>Audience:</b> Peers  <b>Purpose:</b> to recount events/ to entertain</p>	<p><b>Letter home to one of the main characters written in role</b>  <b>Audience:</b> chosen character  <b>Purpose:</b> to inform and share thoughts/ feelings</p> <p><b>Newspaper Report about Missing Children</b>  <b>Audience:</b> peers  <b>Purpose:</b> to entertain</p> <p><b>Macbeth Tense Narrative</b>  <b>Audience:</b> peers  <b>Purpose:</b> to entertain  <b>Revenge spell</b>  <b>Audience:</b> peers  <b>Purpose:</b> to entertain  <b>Apology letter to Macbeth in role as Lady Macbeth</b></p>	<p><b>Poetry inspired by Karl Nova</b>  <b>Purpose:</b> To entertain and provoke  <b>Audience:</b> Peers  <b>Format:</b> Various poetic forms</p> <p><b>Setting and Character Description:</b>  Alma  <b>Purpose:</b> To describe a setting and character  <b>Audience:</b> Peers  <b>Format:</b> Description</p> <p><b>Tense Narrative based on Alma</b>  <b>Purpose:</b> to Entertain  <b>Audience:</b> Peers  <b>Format:</b> Tense Narrative</p>
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			<p><b>Letter of Advice to an MP</b>  <b>Purpose:</b> To persuade  <b>Audience:</b> Local MP  <b>Format:</b> Formal letter to persuade Hampshire Council to secure a green belt area around Southampton</p> <p><b>Biography of a Nobel Peace Prize Winner</b></p>	<p><b>Discussion:</b>  Books are better than films  Purpose: To discuss  Audience: Peers  Format: Discussion</p>	<p>Audience: Macbeth  Purpose: to explain/ to persuade him to forgive</p>	
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## Year 6

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Skills – Composition	<ul style="list-style-type: none"> <li>Plan their writing by identifying the audience, purpose and a clear viewpoint for their writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>Draft and write by selecting grammar, punctuation and vocabulary to effectively meet the purpose and audience across a range of writing, understanding how such choices can change and enhance meaning and drawing on their reading</li> <li>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed, including their motives, feelings and viewpoints</li> <li>Continuing to build a varied, rich and vivid bank of vocabulary, using well-chosen synonyms, pronouns or phrases to vary vocabulary across sentences</li> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Distinguishing between the language of speech and writing, choosing the appropriate register</li> <li>Continue to develop and experiment with a wide range of sentence structures and grammatical structures to meet the purpose</li> <li>Using a wide range of devices to build cohesion within and across paragraphs</li> <li>Ensuring the consistent and correct use of tense throughout a piece of writing, including correct subject/verb agreement</li> <li>Proofread for spelling, grammar and punctuation errors and correct with increasing independence</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>					

	<ul style="list-style-type: none"> <li>• Opening appeals to reader</li> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Revise topic sentences for non-fiction</li> <li>• Revise tools for cohesion</li> <li>• Revise use of technical vocabulary for non-chron</li> <li>• Expanded nouns to convey complex information concisely</li> <li>• Techniques to create tension</li> <li>• Figurative descriptive techniques to create vivid imagery</li> </ul>	<ul style="list-style-type: none"> <li>• Opening appeals to reader</li> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Revise topic sentences for non-fiction</li> <li>• Revise tools for cohesion, specifically arguments and persuasive letters</li> <li>• Structural features of an argument</li> <li>• Language features of an argument</li> <li>• Persuasive techniques</li> <li>• Formal tone</li> </ul>	<ul style="list-style-type: none"> <li>• Opening appeals to reader</li> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Revise topic sentences for non-fiction</li> <li>• Revise setting description</li> <li>• Use dialogue to advance the action and convey character</li> <li>• Revise tools for cohesion, specifically persuasive letters and speeches</li> </ul>	<ul style="list-style-type: none"> <li>• Opening appeals to reader</li> <li>• Weave a 'consistent viewpoint through their writing to develop a cohesive and powerful viewpoint</li> <li>• Revise topic sentences for non-fiction</li> <li>• Revise tools for cohesion, specifically arguments and persuasive letters</li> <li>• Structural features of an argument</li> <li>• Language features of an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Weave a 'golden thread' (consistent viewpoint) through their writing to develop a cohesive and powerful viewpoint <ul style="list-style-type: none"> <li>• Opening appeals to reader</li> <li>• Revise generalisers to introduce a topic within non-fiction writing</li> <li>• Reference chains for cohesion</li> <li>• Revise use of technical vocabulary for non-chron</li> <li>• Expanded nouns to convey complex information concisely</li> </ul> </li> <li>Enticing details to draw in the reader <ul style="list-style-type: none"> <li>• Golden thread through extended metaphors</li> <li>• Draws on their reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Expanded nouns to convey complex information concisely</li> <li>• Techniques to create tension</li> <li>• Figurative descriptive techniques to create vivid imagery</li> </ul>
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			<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing</li> <li>• Formal tone adopted for corresponding purpose and audience, including through use of more formal sentences openers and conjunctions</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• Persuasive techniques</li> <li>• Formal tone</li> </ul>	<ul style="list-style-type: none"> <li>• Evoke a strong response to a character through emotive characterisation</li> <li>• Appropriate register throughout (social and historical context)</li> <li>• Effectively manage shifts in time, maintaining cohesion</li> <li>• Change the setting to create atmosphere</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Provide examples to support a given point of view</li> <li>• Include fact and options</li> <li>• Proof-read and ensure formal tone maintained</li> </ul>			
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Year 6						
Writing Skills – Spelling	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>• Secure spelling rules for prefixes and suffixes, spell words with silent letters, spell homophones and NC words use dictionaries to check the spelling and meaning of words, use a thesaurus</li> <li>• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and choosing the writing implement that is best suited for a task</li> </ul>					

<ul style="list-style-type: none"> <li>• Secure accurate use of range of punctuation taught, including commas to clarify meaning or avoid ambiguity in writing</li> <li>• Use a wider range of punctuation to aid clarity: brackets, dashes or commas to indicate parenthesis</li> <li>• Develop and use an increased range of grammatical forms and sentence structures with varied conjunctions</li> </ul>					
<ul style="list-style-type: none"> <li>• Revise/ teach punctuation from Y4 &amp; Y5, including ?, !, speech punctuation, using brackets, dashes or commas to indicate parenthesis, colons to introduce lists and semi-colons to separate longer noun phrases within a list</li> <li>• Revise/ teach clauses, including independent clause, main clause, coordinating clause, subordinate clause, relative clause, embedded clause</li> <li>• Revise/ teach verb tenses, including continuous as well as irregular verbs such as 'to be' in present/past and person/tense agreement</li> </ul>	<ul style="list-style-type: none"> <li>• Revise contracted forms</li> <li>• Revise nouns and pronouns</li> <li>• Revise antonyms and synonyms</li> <li>• Revise prepositions</li> <li>• Revise adverbs and adverbials of time, place and manner</li> <li>• Revise verb phrases</li> <li>• Revise sentence types</li> <li>• Revise interrupted speech</li> <li>• Teach hyphens to create compound adjectives and avoid ambiguity</li> <li>• Teach using semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Continue to revise clause structures</li> </ul>	<ul style="list-style-type: none"> <li>• Revise proper nouns</li> <li>• Revise abstract nouns</li> <li>• Revise pronouns</li> <li>• Revisit apostrophes for possession</li> <li>• Revise technical vocabulary to add precision</li> <li>• Revise bullet points, punctuating each item consistently</li> <li>• Revise modal verbs</li> <li>• Teach passive verbs to affect the presentation of information in a sentence</li> <li>• Recognising vocabulary and structures that are appropriate for</li> </ul>	<ul style="list-style-type: none"> <li>• Revise direct and indirect speech</li> <li>• Revise colons, semi-colons and dashes to mark the boundary between independent clauses</li> <li>• Revisit brackets, dashes or commas to indicate parenthesis</li> <li>• Revise using passive verbs to affect the presentation of information in a sentence</li> <li>• Revise hyphens to avoid ambiguity</li> <li>• Revise present/ past perfect</li> </ul>	<ul style="list-style-type: none"> <li>• Revise adverbials</li> <li>• Revise relative clauses and relative pronouns</li> <li>• Revise determiners</li> <li>• Revise passive</li> <li>• Continue to revise clause structures</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to revisit punctuation and grammar taught and consolidate</li> </ul>



	<ul style="list-style-type: none"><li>• Revise noun phrases</li><li>• Revise word classes</li></ul>		formal speech, including subjunctive forms <ul style="list-style-type: none"><li>• Continue to revise clause structures</li></ul>			
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