





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Purpose</b>	<i>Whole-School Unit*</i> Inform (15 steps) Entertain (12 steps)	Entertain (5 steps) Entertain (15 steps) Inform (10 steps)	Persuade (10 steps) Inform (15 steps)	Entertain (10 steps) Entertain (15 steps) Entertain (5 steps)	Inform (10 steps) Persuade (15 steps)	Entertain (10 steps) Discuss (10 steps) Entertain (15 steps)
<b>Written Outcomes</b>	<i>Range of genres (whole-school unit)*</i> Non-chronological report Descriptive Scene	Cinquain poems Narrative Biography	Persuasive letters Non-Chronological Report	Descriptive Scene Narrative Free verse poetry (rap)	Explanation Advertising Campaign	Free verse poetry Reviews Narrative (description)
<b>NC: Composition (planning, drafting, editing and proof-reading)</b>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>note and develop initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assess the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>					
<b>NC: Sentence level</b>	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]					
	Y4: Fronted adverbials [for example, Later that day, I heard the bad news.]	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]  Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly]  Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Brackets to indicate parenthesis  Dialogue punctuation	Brackets or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity  Dialogue punctuation	Brackets, dashes or commas to indicate parenthesis  Indicate degrees of possibility using adverbs (for example perhaps, surely) or modal verbs (for example, might, should, will, must)  Use of commas to clarify meaning or avoid ambiguity  Y6: Use of a colon to introduce a list	Y6: using a colon to mark boundaries between independent clauses  Y6: Use ellipsis as a cohesive device to link ideas across paragraphs	Brackets, dashes or commas to indicate parenthesis  Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Use of commas to clarify meaning or avoid ambiguity  Y6: Use of a colon to introduce a list
NC: Grammar Terminology	bracket, parenthesis  <u>Review:</u> noun phrases, fronted adverbials, subordinate clause	cohesion, relative clause, relative pronoun,  <u>Review:</u> comma	bracket, comma, colon parenthesis, relative clause, relative pronoun, cohesion, ambiguity modal verb, adverb	ellipsis, colon, cohesion	bracket, comma, dash, parenthesis, modal verb adverb colon	review terminology from across the year
NC: Spelling	<p>Taught via discrete spelling lessons. See <b>ESSENTIALSPELLING</b> or school's spelling programme. Application in writing lessons:</p> <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology</p>					
NC: Handwriting	<p>Discrete handwriting lessons. See '<b>Handwriting Progression Toolkit</b>'. Application in writing lessons:</p> <p>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</p> <p>Choosing the writing implement that is best suited for a task</p>					

## Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Writing to Entertain Language Choices</b></p> 	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b></li> <li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Use <b>figurative language such as simile, metaphor &amp; personification</b> to create mood and atmosphere</li> </ul>		<ul style="list-style-type: none"> <li>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader</li> <li>Create <b>suspense and tension</b> by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading</li> <li>Modal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative</li> </ul>			
<p><b>Writing to Inform Language Choices</b></p> 	<ul style="list-style-type: none"> <li><b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li> <li>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li> <li>When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense</b> (Y2)</li> <li><b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li><b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</li> <li>Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</li> <li>Use of <b>brackets</b> can add extra information or an explanation (parenthesis) for the reader</li> </ul>		<ul style="list-style-type: none"> <li>Use <b>bullet points</b> to convey information precisely</li> <li><b>Underline</b> important words or phrases that you want to draw reader’s attention to</li> </ul>			
<p><b>Writing to Persuade Language Choices</b></p> 			<ul style="list-style-type: none"> <li>Often use ‘you’ (<b>second-person narrative</b>) to put the reader on the spot and make them think (Y3)</li> <li>Use <b>facts to support opinions</b> to make the reader take the writing more seriously (Y3)</li> <li>Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject (Y3)</li> <li>Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind (Y3)</li> <li>Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make (Y4)</li> <li>Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer (Y4)</li> <li>Use of <b>hyperbole/ exaggeration</b> to support the point being made and make the reader pay attention</li> <li>Use of <b>adverbs &amp; modal verbs</b> to indicate degree of possibility and urge the reader to act</li> </ul>			
<p><b>Writing to Discuss Language Choices</b></p> 			<div style="border: 1px dashed black; padding: 5px; display: inline-block;"> <p style="text-align: center;">Writing to discuss is introduced in <b>Summer 2</b></p> </div> <ul style="list-style-type: none"> <li>Very clear points of view presented to show <b>either side of a debate</b>, discussion or argument</li> <li>Obvious <b>signposts</b> to the reader to signal when they will be encountering a different viewpoint</li> <li><b>Avoids confusing facts and opinions</b> and makes this difference very clear for the reader (e.g. Some people might believe that...)</li> </ul>			

<p><b>Formality choices</b></p>	<ul style="list-style-type: none"> <li>• <b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>• More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (do not instead of don't)</li> <li>• More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>					
<p><b>Genre Features</b></p>	<p><b>Non-Chronological Report:</b> <b>Captions and labels</b> to add information to illustrations</p> <p><b>Index</b> to guide reader to know how to find something specific they might be looking for</p> <p><b>Glossary</b> to provide definitions in a quick and easy guide for the reader</p> <p><b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p><b>Poetry:</b> Specific structures of poems can include <b>cinquains</b>, which has five lines and a specific number of syllables in each line:</p> <p><u>Line 1:</u> 2 syllables; <u>Line 2:</u> 4 syllables; <u>Line 3:</u> 6 syllables; <u>Line 4:</u> 8 syllables; <u>Line 5:</u> 2 syllables</p> <p><b>Meter</b> is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables.</p> <p><b>Narrative: Story endings</b> can end with a reference to the beginning of the story (feels cyclical)</p> <p><b>Biography:</b> Details of <b>key events</b> in a person's life, written in <b>chronological order</b></p> <p>Includes <b>several facts</b> to provide the reader with real information about the person</p> <p>Written in <b>third person narrative</b></p>	<p><b>Letter: Sender's address</b> in top-right corner &amp; <b>Date</b> under the sender's address</p> <p><b>Recipient's address</b> on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p><b>Sign off</b> with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p> <p><b>Non-Chronological Report:</b> See <b>Aut 1</b> and include:</p> <p><b>Contents page</b> to show the reader the content of the text and direct them to specific information</p> <p><b>Boxes with extra information</b> to break up the page layout and add detail or interest for the reader</p>	<p><b>Narrative: Story openings</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings</b> can end with a moral message, happy ending, surprise or cliff-hanger</p> <p><b>Poetry:</b> Use of <b>assonance</b> to link to sounds within words and create rhythm</p>	<p><b>Explanation:</b> Contains <b>diagrams/ illustrations</b> with labels</p> <p>May have <b>technical vocabulary</b> specific to the topic being explained</p> <p>Usually in <b>present tense</b> to clarify for the reader how something works at the time of writing</p> <p><b>Stages of a process</b> are clearly broken down into steps to make this understandable for the reader to follow</p> <p><b>Advertisement:</b> Includes a <b>catchy title or slogan</b> to capture the reader's attention</p> <p>Usually includes <b>bright visuals and images</b> of the product being advertised</p> <p>May include a <b>price or specific features</b> of the product, with reasons for the reader needing it</p>	<p><b>Poetry:</b> Poems can be written as <b>free verse</b>, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p> <p><b>Reviews: Vary in tone and formality</b>, depending on the intended audience.</p> <p>Provide a <b>balance of the positive and negative elements</b> of the product or experience being reviewed</p> <p>Professional reviews should be <b>unbiased</b>, without opinion unrelated to facts or evidence</p> <p>Often <b>conclude with a rating or score</b>, on reflection of whether the positive or negative elements either balance or outweigh each other</p> <p><b>Narrative:</b> See <b>Aut 2</b> and <b>Spr 2</b> objectives</p>

## National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	<p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p><b>Fronted adverbials</b> provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p> <p>Add <b>detail to expanded noun phrases</b> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>
Word level Including punctuation	<p><b>Brackets for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Review <b>dialogue punctuation</b></p>	<p>Remove unnecessary adjectives and adverbs for more <b>precise nouns and verbs</b></p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>	<p><b>Brackets and commas for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p><b>Colons</b> can direct your reader to pay attention to what's next, set up longer list of items</p>	<p><b>Ellipsis</b> to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> <p><b>Colons</b> can set up a surprise or dramatic pause</p>	<p><b>Brackets, commas and dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p><b>Colons</b> can direct your reader to pay attention to what's next, set up longer list of items</p>	<p><b>Colons</b> can set up a surprise or dramatic pause and/ or direct your reader to pay attention to what's next, set up longer list of items</p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>

YEAR 5														
Autumn					Spring					Summer				
Non-Chronological Report	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Non-Chronological Report	Descriptive recount	Narrative: Mystery and Suspense	Poetry: Assonance	Explanation	Advertising campaign	Poetry: Free verse	Reviews	Narrative
			Narrative					Non-Chronological Report				Poetry: Free verse		
15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps
57 steps (approx. 12 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				

Core pathway

Alternative pathway

^Indicates a choice of text