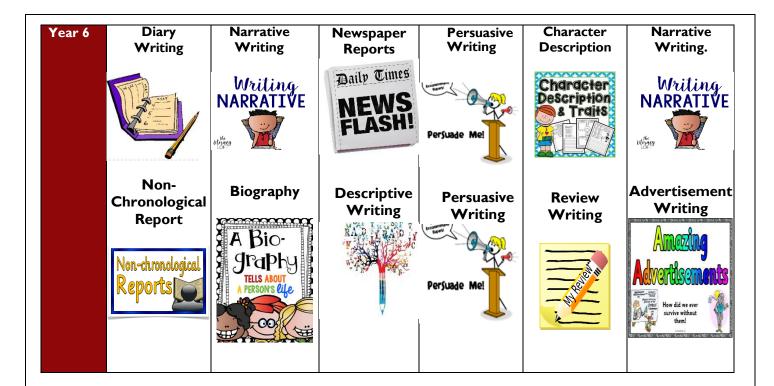


## Writing Overview

	Autumn		Spring		Summe r	
Year 3	Autumn I Character	Autumn 2 Diary Writing	Spring I Poems for	Spring 2 Non-	Summer I Playscript	Summer 2 Persuasive Writing
	Character Description  Rarrative and Setting  Writing NARRATIVE	Instruction Writing  Instruction Zone!	Report Writing	Chronological Reports  Non-chronological Reports  Poetry  Poetry	Myths and Legends  Thins & Legends	Persuade Mel  Letter Writing
Year 4	Instruction Writing	Narrative and Setting	Myths and Legends	Non- Chronological	Recount Writing	Playscript
	Persuasive Writing  Persuade Mel	Writing NARRATIVE  Poetry  Poetry	Character description Character Description Traits	Reports  Non-chronological Reports  Explanation Writing  Explanation Writing	Letter Writing	Newspaper reports  Pailty Times  NEWS FLASH!
Year 5	Narrative	Newspaper Reports	Non-	Diary	Recount	Poetry
	Writing Writing NARRATIVE	Daily Times  NEWS FLASH!	Chronological Reports  Non-chronological Reports	Writing	Writing  what? where? where? where? where?	Poetry
	Persuasive Writing	Report Writing	Setting description  Setting of a Stary  Where and when a story takes place	Explanation Writing Explanation Writing Oo  Bestandists teet tell us	Letter Writing	Adventure Writing  Adventure awaits
				how or why something happens. They destroit a process and they also give reasons.		



Autumn		Sp	ring	Summer	
Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Character description	Diary Writing		Non- Chronological Reports	Playscript	Persuasive Writing
Character Description & Traits  Narrative and Setting	Instruction Writing	Report Writing	Non-chronological Reports Poetry	Myths and Legends	Persuade Mel  Letter Writing
Writing NARRATIVE	Instruction Zone!	REPORT	Poetry	Myths & Legends	Que .
Narratives - describing settings and characters.  Creating settings, narrative and plot. Organising paragraphs around a theme. Speech, subordination	Commas in a list,	Poetry. Reports. Non-narrative using simple organisational devices. Time adverbials, adjectives,	Reports. Non-narrative using simple organisational devices. Time adverbials, adjectives, apostrophes,	Myths and Legends.  Persuasive leaflet Time adverbials, adjectives, apostrophes, commas used correctly in lists.	Persuasive leafler Time adverbials, adjectives, apostrophes, commas used correctly in lists.
	Forest, author, illustrator, diary, accidentally, disappear, text, triumph, magical	commas.  Celandine, flower, survival, peculiar, promise, position, often, opposite, favourite, extreme,		Myths, legends, persuasion, leaflet, features	Myths, legends, persuade leaflet, features
Year 3 / 4 words	Year 3 / 4 words	Year 3 / 4 words	presentation Year 3 / 4 words	Year 3 / 4 words	Year 3 / 4 words
Pupils can write for different purposes.  In narratives, some appropriate use of speech to convey character.	Write effectively and coherently for a range of purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	The pupil can recognise and talk about the audience of a particular text, drawing on some of its language features /vocabulary to inform thinking.			Some use of expanded noun phrases to describe adding relevant and meaningful detail.
	Narrative and Setting Writing NARRATIVE  Narratives - describing settings and characters.  Creating settings, narrative and plot. Organising paragraphs around a theme. Speech, subordination, tense, expanded noun phrases.  Expanded noun phrases, speech, narrative  Year 3 / 4 words  Pupils can write for different purposes.  In narratives, some appropriate use of speech to	Character description  Character description  Character description  Character description  Narrative and Setting  Writing  NARRATIVE  Narratives - describing settings and characters.  Creating settings, narrative and plot. Organising paragraphs around a theme. Speech, subordination, tense, expanded noun phrases.  Expanded noun phrases.  Expanded noun phrases, speech, narrative  Texpanded noun phrases.  Expanded noun phrases.  Expanded noun phrases.  Expanded noun phrases.  Expanded noun phrases.  Forest, author, illustrator, diary, accidentally, disappear, text, triumph, magical  Year 3 / 4 words  Pupils can write for different purposes.  In narratives, some appropriate use of speech to convey character.  In the control of the con	Character description  Narrative and Setting Writing. Settings and characters.  Creating settings, narrative and plot. Organising paragraphs around a theme. Speech, subordination, tense, expanded noun phrases.  Expanded noun phrases, speech, subordination, tense, expanded noun phrases.  Expanded noun phrases, speech, author, disappear, text, triumph, magical words  Forest, author, disappear, text, triumph, magical extreme, experiment  Year 3 / 4 words  Pupils can write for different purposes. drawing on their reading to inform the vocabulary and grammar of tist language features //ocabulary to inform thinking.	Character description  Narrative and Setting NARRATIVE  Narratives describing settings and characters.  Creating settings, narrative and plot. Organising paragraphs around a theme. Speech, subordination, tense, expanded noun phrases.  Forest, author, illustrator, diary, ageletives, apostrophes, commas.  Forest, author, illustrator, diary, ageletives, apostrophes, commas.  Celandine, flower, survival, peculiar, promise, position, often, opposite, favourite, extreme, extreme, extreme, extreme, extreme, extreme, extreme, extreme, extreme, extrement purposes.  In a raratives, some appropriate use of speech to convey character.  Writing  Poetry  Reports.  Non-narrative using simple organisational devices.  Time adverbials, adjectives, apostrophes, commas.  Celandine, flower, survival, peculiar, promise, position, often, opposite, apostrophes, commas.  Non-dronological rehearse sentences orally enearse sentences oral	Character description  Narrative and Setting Writing Settings and characters.  Commas in a Creating settings, arrative and plot. Organising paragraphs paragraphs around a theme. Speech, subordination, tense, expanded noun phrases.  Expanded noun phrases, speech, narrative deficitively and coherently for a range of Gordifferent purposes.  In narratives, some appropriate use of speech words words  The pupil can recognise and talk mainly appropriate about the audience of a purpose through formal informal in discussion with teacher, show an awareness of audience and purpose through formal informal in grammar of inform thinking.

of text. sim and lin	d pronouns to nk sentences,	Some use of simple adverbials	Some use of simple adverbials	_	Some use of simple adverbials	Some use of simple adverbials and
of text. sim and lin	nple adverbials d pronouns to nk sentences,	simple adverbials	simple adverbials			
and lin	d pronouns to nk sentences,	simple adverbials	•	Simple		
lin S F	nk sentences,	•	and pronouns to	•	and pronouns to	pronouns to link
S F	•	and pronouns to	link sentences,	pronouns to link		sentences, sections
F	Sections of	link sentences,	sections or	sentences,	· ·	or paragraphs.
	paragraphs	sections or	paragraphs.		sections or	or paragraphs.
Sentence	F O F		pai agi apiis.		paragraphs.	
Sentence S		paragraphs.		paragraphs.		
	Some use of	Some use of	Some use of	Some use of	Some use of	Some use of
	ordinating and			subordinating and	subordinating and	subordinating
	o-ordinating	and co-		co-ordinating	co-ordinating	and co-
	onjunctions to	ordinating		conjunctions to	conjunctions to	ordinating
	*	•	conjunctions to	ioin sentences with	•	_
·		conjunctions to	join sentences	more than one	Join sentences	conjunctions to
	ith more than	join sentences	with more than	clause (eg and, but, so, or, because,	with more than	join sentences
		with more than	one clause (eg	so, or, because,	one clause (eg and,	with more than
	but, so, or,	one clause (eg	and, but, so, or,	when, if)	but, so, or,	one clause (eg
Deca	,	and, but, so, or,	because, when, if)		because, when, if)	and, but, so, or,
		because, when,				because, when,
_		if)				if)
. 000	ense choice	Tense choice		Tense choice	Tense choice	Tense choice
	stly consistent	mostly	mostly consistent	mostly consistent	mostly consistent	mostly
	l grammatically	consistent and	and grammatically	and grammatically	and grammatically	consistent and
	urate including		accurate including	accurate including	accurate including	grammatically
	se of present	accurate	use of present	use of present perfect tense	use of present	accurate
P <sup>r</sup>		including use of	Derrect rense	where appropriate.	perfect tense	including use of
	where	present perfect	where	where appropriate.	where	present perfect
a	appropriate.	tense where	appropriate.		appropriate.	tense where
		appropriate.				appropriate.
Punctuation Cap	oital letters and	Use the range	Some correct use	Commas	Apostrophes for	Apostrophes for
	full stops	of punctuation	of inverted	used	singular possession	singular
con	nsistently used	taught,	commas	correctly in	used mostly	possession used
1	accurately.	correctly.		lists	correctly	mostly correctly
	Letters are	Letters are	Letters are	Letters are joined	Letters are	Letters are
	nsistent in size	joined using		using diagonal and		consistent in size
	d proportion	diagonal and	and proportion	horizontal strokes	and proportion	and proportion
	th both letters	horizontal		where appropriate		with both letters
and	d words evenly	strokes where	and words evenly		and words evenly	and words
	spaced.	appropriate	spaced.		spaced.	evenly spaced.
	opose changes	Proofread for	Propose changes	Proofread for	Propose changes	Proofread for
	grammar and	spelling and	to grammar and	spelling and	to grammar and	spelling and
VC	ocabulary to	punctuation	,	punctuation errors	,	punctuation errors
	improve	errors	improve		improve	
	consistency,		consistency,		consistency,	
ir	ncluding the		including the		including the	
	curate use of		accurate use of		accurate use of	
P	pronouns in		pronouns in		pronouns in	
•	sentences		sentences		sentences	

	Aut	tumn	Sp	Spring		Summe	
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	r Summer 2	
Year 4	Instruction Writing  Instruction Zone!	Narrative and Setting Writing NARRATIVE	Myths and Legends  At the &	Non-Chronological Reports  Non-chronological Reports	Recount Writing  Whole Where Where Where Where	Playscript	
	Persuasive Writing Persuade Mel	Poetry Poetry	Character description Character Description & Traits	Explanation Writing  Explanation Writing  Explanation to the study as here or why sendeling largers. They dended a process and they also give reason.	Letter Writing	Newspaper reports  Daily Times  NEWS FLASH!	
Content	Write an Instruction on how to embalm a body. Write a travel brochure of the pyramids (persuasive writing).	To construct a setting description in a narrative. Write a poem about the river Nile To construct a setting description in a narrative. Write a poem about the river Nile	Myths and Legends retell a famous Geek Myth. Character description to design own Greek god.	report research plan, write and publish a report on ancient Greek life.	eruption of Mount Vesuvius. Letter home from a Roman soldier.	about an exciting scene in the 1000-	
Key Vocab	Instruction, embalm, persuade, travel, Brochure Year 3 / 4 words	Description, Narrative, poetry, setting.  Year 3 / 4 words	Myths and Legends, Greek, description, design Year 3 / 4 words	Non chronological, report, research, publish, ancient, explanation Year 3 / 4 words		Playscript, newsletter, article, Year 3 / 4 words	
Effect	Pupils can write effectively for a range of purposes.	In narratives, describe settings and characters	. The pupil can write effectively for a range of purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing.	Features of text type or genre are appropriate for task e.g. layout, verb form and formality	Some use of dialogue to convey character	Use expanded noun phrases, adverbs and adjectives for precision, clarity and impact.	
Text	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	adverbials and pronoun referencing to link within and	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	Use of fronted adverbials and pronoun referencing to link within and between paragraphs	

		-	-			-
	Letters are joined using diagonal and horizontal strokes where appropriate	using diagonal and horizontal strokes where	using diagonal and horizontal strokes	Letters are joined using diagonal and horizontal strokes where appropriate	Where appropriace	using diagonal and horizontal strokes
Structure	Variation sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	conjunctions (Subordinating and co- ordinating) to join sentences with	Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	conjunctions (Subordinatin	Variation of sentence structure through a range of openings (Fronted adverbials, subject reference and speech)	Using a range of conjunctions (Subordinating and coordinating) to join sentences with more than one clause.
Tense	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	verb forms which are mostly accurate (present and past progressive,	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)	Using different verb forms which are mostly accurate (present and past progressive, present perfect and ing verbs)
Puntuate	Capital letters, full stops, question marks and exclamation marks consistently used accurately. (Correct sentence boundary demarcation)	punctuation taught, correctly.	Inverted commas used mainly correctly	Commas used to mark fronted adverbials – mainly correctly	Apostrophes for singular and plural possession used mainly correctly	Apostrophes for singular and plural possession used mainly correctly
Re -edit Re -draft	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Proofread for spelling and punctuation errors

	Aut	umn	Sp	ring	Summe	
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Year 5	Narrative Writing Writing NARRATIVE	Newspaper Reports  Daily Times  NEWS FLASH!	Non- Chronological Reports Non-chronological Reports	Diary	Recount Writing	Poetry
	Persuasive Writing	Report Writing	Setting description  Setting of a Story  Where and when a story takes pare	Explanation Writing  Columnia  Definition  William  Oo  Definition to the life of the proof and they also give reasens.	Letter Writing	Writing  Adventure  awaits
Content	Write a narrative from a survivor's point of view Use correct features of persuasion and a letter to convince Hygelec to send Beowulf to help	Write formally using reported and direct speech to create a newspaper report	report on daily life in Pompeii	Write a diary entry from a resident of Pompeii showing chronology of disaster  Explanation of a volcano — links to Geography		Write an alternative ending to a narrative  Write a poem linked to a local miner
Key Vocab	to Beowulf Year 5/6 spelling list Vocabulary related specific to its		Vocabulary linked to text and period in history		Vocabulary linked to text and period in history	Vocabulary linked to genre
Effect	In narratives, describe settings, characters and atmosphere	Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires	Distinguish between the language of speech and writing and sometimes choose the appropriate register.	Some use of adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision	Writing shows some awareness of levels of formality although this may not be well managed	Integrate dialogue in narratives to convey character and/or advance action

cohesive devices, including use of adverbials (time, place and number), within and across sentences and paragraphs sentences and paragraphs within and across sentences and paragraphs sentences and parag					T		
devices, and number), within and across sentences and paragraphs a	Text	Using some cohesive devices,	Using some cohesive devices,	Using some cohesive devices,	Using some cohesive	Using some cohesive devices,	Using some cohesive
adverbials (time, place and number), within and across sentences and paragraphs within and across sentences and paragraphs within and across sentences and paragraphs and across sentences and across sentences and paragraphs and across sentences and paragraphs and across sentences and across sentences and paragraphs and across sentences and across sentences and paragraphs and across sentences and across sentences and across sentences and paragraphs and across sentences an		including use of	including use of	including use of	devices,	including use of	devices,
within and across sentences and paragraphs sentences and across sentences and across sentences and paragraphs sentences and co-ordinating to on anterences scolutions of sentence sureture trage of confinating to on anterences schoice maintained in		adverbials (time,	adverbials (time,	_		adverbials (time,	including use of
sentences and paragraphs paragraphs sentences and paragraphs sentences sentences and paragraphs sentences sentences and p	P	lace and number),	place and number),	place and		place and	adverbials (time,
Structure Use of complex structures including the use of conjunctions of relative clauses. Sentence are varied throughout text.  Tense Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained planctuation for accurately and appropriate tense and clauses.  Verb forms used accurately and appropriate tense choice maintained planctuation for accurately and appropriate tense choice maintained planctuation for accurate planting the planting to the planting tense planting the planting tense planting the planting tense planting the planting tense planting tense planti	,	within and across	within and across	number), within		number), within	place and
Structure  Use of complex structures including the use of relative clauses. Subcrease and paragraphs of relative clauses. Sentence shoulding the use of relative clauses. Sentence structures are varied throughout text.  Tense form  Appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense propriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense propriate tense choice maintained including use of modal verbs.  Verb forms used accurately and appropriate tense propriate tense propriate tense propriate tense propriate tense propriate tense propriate tense propria		sentences and	sentences and	and across	, .	and across	number), within
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	Aut	umn	Spi	ring	Summe r		
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2	
Year 6	Diary Writing	Narrative Writing	Newspaper Reports	Persuasive Writing	Character Description	Narrative Writing.	
	ANY ANY	Writing NARRATIVE	Daily Cimes NEWS FLASH!	Persuade Me!	Character Description & Traits	Writing NARRATIVE	
	Non-Chronological Reports	Biography  A Bio-  Graphy  TELLS AROUT  A PERSON'S CILE  OOO  TO THE AROUT  A PERSON'S CILE  OOO  THE AROUT  A PERSON'S CILE  THE AROUT  A PERSON'S CILE  OOO  THE AROUT  THE AROUT  A PERSON'S CILE  THE AROUT  THE AROUT	Descriptive Writing	Persuasive Writing Persuade Mel	Review Writing	Advertisement Writing  Analy  How did we ever survive without them!	
Content	Diary entry from the point of the main character. Report linked to W.W 11		newspaper report on the plane crash	letter. Write to a company to discourage deforestation	action) Write a review based on the	Create a narrative description (with some inclusion of action)  Write an advertisement to promote a Mythical creature	
Key Vocab	Vocab linked to History; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list	Vocab linked to History; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list	Vocab linked to Exploration; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list		Vocab linked to Myths and Legends; spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list	spelling list, and some words from	
Effect	The pupil can write effectively for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. first person in a diary; direct address in instructions and personal writing.)	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	Distinguish between the language of speech and writing and choose the appropriate register.	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this	The pupil can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)	In narratives, describe settings, characters and atmosphere  Integrate dialogue in narratives to convey character and advance the action	

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Organise Text	Use a range of devices to build cohesion. Examples include:	Use a range of devices to build cohesion. Examples include:	Use a range of devices to build cohesion. Examples include:	Use a range of devices to build cohesion. Examples include:	Use a range of devices to build cohesion. Examples include:	Use a range of devices to build cohesion. Examples include:
	Adverbials of place Pronouns	Adverbials of time Adverbials of place Pronouns Synonyms	Adverbials of time Adverbials	Adverbials of place	Adverbials of time Adverbials of place	Conjunctions Adverbials of time Adverbials of place Pronouns Synonyms
Sentence Structure						
	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.	*SEE ABOVE BOX.
Tense Verb Tense	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing.	Use verb tenses consistently and correctly throughout writing
Punc- tuition	Use the range of punctuation taught in KS2 mostly correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.	Use the range of punctuation taught in KS2 mostly correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.	Use the range of punctuation taught in KS2 mostly correctly.	Use the range of punctuation taught at KS2, correctly (e.g. semi-colons, dashes, colons, hyphens) and where necessary use such punctuation precisely to avoid ambiguity.
Hand- writing	Maintain legibility in joined handwriting when writing at speed.	Maintain legibility in joined handwriting when writing at speed.	in joined	Maintain legibility in joined handwriting when writing at speed.	in joined	Maintain legibility in joined handwriting when writing at speed.
Re- draft Re- edit	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Proofread for spelling and punctuation errors.

