Writing overview

What units are you teaching each term? Which objectives from your year group assessment grids are being taught in each unit?

	Y3	Y4	Y5	Y6
Autumn 1	Here we are (Power of Reading book focus)- description, letter writing and poetry (PSHE focus) -make deliberate ambitious word choices to add detail -begin using and experimenting with the full range of punctuation from previous year groups -identify and use nouns, verbs, adjectives, adverbs Sam's Duck – narrative (stories in familiar settings) -Begin to use ideas from own reading and modelled examples to plan their writing	Non-chronological Report on seals -To consistently organise their writing into paragraphs around a theme -Brackets -Conjunctions -To proof-read confidently and amend their own and others' writing Poem on seals -Recap of nouns and verbs before focussing on adjectives -Similes and metaphors	Cosmic (Power of Reading book focus) – character description, letter writing, narrative. -To describe settings/characters -To use organisational and presentational devices. -To proof read work effectively -To create paragraphs that are suitably linked. -To use full range of punctuation from previous year groups -To be able to identify and create sentences with nouns, verbs, adjectives etc	Goodnight Mr Tom (Power of Reading book focus) -use paragraphs to organise ideas -in narratives, describe settings and characters -write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -revision of y3-5 grammatical terms (word class and punctuation) WWII – newspaper report -in non-narrative writing, use simple devices to structure the writing and support the reader (e.g.

	-Demonstrate an increasing understanding of purpose and audience -Begin to create settings, characters and plot in narratives -Proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements			headings, sub-headings, bullet points) -exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this WWII – Diary entry -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Describe settings and maintain tense
Autumn 2	Poetry (Fireworks): -make deliberate ambitious word choices to add detail -begin using and experimenting with the full range of punctuation from previous year groups -identify and use nouns, verbs, adjectives, adverbs	Matchbox Diary – (Power of Reading book focus) -Pronouns to avoid repetition of nouns -Apostrophes for possession and contraction -Time conjunctions -Use paragraphs -Use adverbs in writing	Beowulf (book focus) – Job adverts, formal letter writing, drama, play scripts and Poetry (Kennings) -To use organisational and presentational devices -To begin to proof read work	Haunted house story -Use verb tenses consistently and correctly (present tense transition to past tense) -Create atmosphere -Effective adverbials

	Instructions (how to make a healthy packed lunch) -begin to use the structure of a wider range of text types -spell words with prefixes correctly -use "a" or "an" correctly Non-Fiction: Information Texts (Stone Age): -begin to use the structure of a wider range of text types -start to organise their writing into paragraphs around a theme -maintain the correct tense (past) throughout a piece of writing -use subordinate clauses	Greek myths -Describe / create character -Create / describe setting -Fronted adverbials - To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases	-To create paragraphs that are suitably linked -To use full range of punctuation from previous year groups -To use modal verbs to indicate degree of possibility. -To use brackets for parenthesis.	Holt Hall instructional writing -Passive voice -Non-fiction The Lost Thing (book focus) – Monologues -Present tense -Utilise a range of punctuation for effect Letter to MP -Writing for purpose -Utilising 5/6 spelling words -Modal verbs
Spring 1	The Lost Happy Endings (Power of Reading book focus)	Lion and the Unicorn (Adventure story) WW2 theme:	Cinderella from other cultures (book focus) Narrative.	The day the crayons quit (book focus) -Intentional switch in formality.

-begin to use ideas from own reading and modelled examples to plan their writing. -Proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements -Make deliberate ambitious word choices to add detail -Create settings, characters and plot in narratives -Organise their writing into paragraphs -Use inverted commas in direct speech Persuasive texts: -Demonstrate an increasing understanding of purpose and audience -Maintain the correct tense	-Create setting, characters and plot -Paragraphs around themes -Inverted commas within direct speech -Fronted adverbials -To proof-read confidently and amend their own and others' writing Werewolf Club Rules – (Power of Reading book focus) -Explore different forms of poetry -Identify language and structure of poems -Recite and perform poems	-To use dialogue to convey character and advance action -To describe settings/characters -To begin to proof read work -To create paragraphs that are suitably linked -To use full range of punctuation from previous year groups -To use commas to clarify meaning. -To use brackets, dashes or commas for parenthesis -To use relative clauses	-Dialogue to advance the action. Faded stories -Dialogue to advance the story -Create atmosphere for purpose. -Effective adverbials SATs grammar revision and preparation

	-Begin using and experimenting with the full range of punctuation			
Spring 2	Performance poetry (poetry day 21st March) -Writing and performing for an audience. Narrative (stories from Ancient Egypt): -Use ideas from own reading and modelled examples to plan writing -Proof-reading -Make deliberate ambitious word choices -Organise writing into paragraphs -Use inverted commas in direct speech -Use subordinate clauses -Use conjunctions, adverbs and prepositions to show time, place and cause	Performance poetry (poetry day 21st March) -Writing and performing for an audience. Explanation texts: How a volcano works -Cause and effect conjunctions - To use Standard English verb inflections accurately Diary of Pompeii -To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases -Maintain tense. Story - Pompeii -To create more detailed settings, characters and plot	Performance poetry (poetry day 21st March) -Writing and performing for an audience. El Caminante – letter/diary entry. -To use organisational and presentational devices -To begin to proof read work -To create paragraphs that are suitably linked -To use full range of punctuation from previous year groups -To use modal verbs to indicate degree of possibility -To use commas to clarify meaning -To use brackets, dashes or commas for parenthesis	Performance poetry (poetry day 21st March) -Writing and performing for an audience. Non-chronological report -Non-fiction techniques -Formality

		in narratives to engage the reader -Switch from present to past tense -Conjunctions -Fronted Adverbials -Direct speech -Bracket and dashes -To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases	-To use relative clauses	
Summer 1	Recount(Cambridge): -Maintain the correct tense Explanation: -Use the structure of a wider range of text types -Use subordinate clauses -Use conjunctions, adverbs and prepositions to show time, place and cause	Oliver and the Seawigs – (Power of Reading book focus) - To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases -Paragraphs -Fronted adverbials -Sophisticated conjunctions -Apostrophes for possession and contraction	Non Chronological Report Writing – Rainforest animal -To use organisational and presentational devices -To begin to proof read work -To use full range of punctuation from previous year groups -To use relative clauses -To use commas to clarify meaning.	Floodlands (book focus) – Speech writing -Dialogue to advance the narrative -Writing for purpose with sophisticated language choices

		Diary life of a Celt -Description of a round house with expanded noun phrases used regularly with the addition of modifying adjectives and prepositional phrases -Time conjunctions -Brackets -Adverbs	-To use brackets, dashes or commas for parenthesis.	
Summer 2	Newspapers: -Use the structure of a wider range of text types Organise their writing into paragraphs -Maintain the correct tense -Spell words with prefixes and suffixes -Use conjunctions, adverbs and prepositions -Use subordinate clauses The Green Ship: -begin to use ideas from own reading and modelled	Window by Jeanie Barker Balanced arguments -To write formally using Standard English verb inflections accurately -To use ? for rhetorical questions - To use all the necessary punctuation within direct speech - Developing debate skills and thinking about the target audience Recount of How Hill	Persuasive texts – Leaflets about the rainforest -To use organisational and presentational devices -To begin to proof read work -To use full range of punctuation from previous year groups -To use relative clauses -To use commas to clarify meaning. -To use brackets, dashes or commas for parenthesis -To use modal verbs	Transition letters to high school -Writing for purpose -Variation in punctuation.

	examples to plan their writing. -Proof-read theirs and others' work to check for errors with increasing accuracy, and make improvements -Make deliberate ambitious word choices to add detail -Create settings, characters and plot in narratives -Organise their writing into paragraphs -Use inverted commas in direct speech	-Factual information -Time conjunctions -Commas -Fronted Adverbials One Plastic Bag – (Power of Reading book focus) -Fronted adverbials -Commas and brackets for parenthesis -Sophisticated conjunctions	Choral poetry – The Highwayman – newspaper report and choral poem -To describe characters, settings and atmosphere. -To use organisational and presentational devices -To begin to proof read work -To use full range of punctuation from previous year groups -To use relative clauses -To use commas to clarify meaning -To use brackets, dashes or commas for parenthesis -To use modal verbs.	