



## Writing 2025-2026

### Curriculum Intent Statement

At Wroughton Academies, writing is taught through *Drawing Club* from EYFS and KS1, then moving to CUSP throughout KS2. The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### ELGs related to Subject and Topics

#### **ELG: Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### **ELG: Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Begin to show accuracy and care when drawing

#### **ELG: Writing**

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

#### **ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

- Anticipate – where appropriate – key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading**

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

EYFS end of year expectations

**Physical development (N1)**

- I can use tools to create marks.
- I can hold a pencil using a 4 fingered grip.

**Physical development (N2)**

- I can hold a pencil using a three fingered grip (pincer grip).

**Writing (N1)**

- I know that marks are made with different movements.
- I experience mark making with a range of media. For example: marks in wet sand, shaving foam, paint, glitter etc.
- I can use mark making tools to make spontaneous marks and scribbles using my whole arm.
- I can make vertical marks and lines.
- I can make circular scribbles using clockwise and anti-clockwise movements.
- I can produce side to side and to-and-fro scribble.
- I can produce lines that intersect, beginning to make cross and grid-like patterns.
- I can scribble write using V shapes, loops, and vertical lines.
- I can create and experiment with symbols and marks.
- I can make marks on my picture that stand for my name.
- I enjoy drawing freely.
- I can add marks to my drawings, which I can give meaning to.

**Writing (N2)**

- I can draw simple and recognisable shapes. For example: sun, tree.
- I can imitate drawing simple shapes. For example: circle, square.
- I can imitate drawing a simple face. For example: circle for the head, nose, eyes, and mouth.
- I can distinguish between the different marks I make.
- I can draw spontaneous and recognisable forms.

**Physical development (R)**

- I can hold a pencil effectively using a static tripod grip.
- I am developing my own handwriting style which fast and efficient.

**Writing (R)**

- I can copy print from in the environment.
- I can link sounds to letters, naming and sounding the letters of the alphabet.
- I can hear and write the initial sounds in words.
- I can hear and write the initial and end sounds in words.
- I can write CVC words (middle sounds).
- I can spell words by identifying sounds within them and representing sounds with letters,
- I can make plausible attempts at longer words, getting some letters in the correct order.
- I can write some tricky words.
- I can write more than one word as part of a string.
- I can write a few words with gaps between each word (understanding a word is a word).
- I can use finger spaces in my writing.
- I can form most lowercase letters correctly- starting and finishing in the right place.
- I can write a short phrase or sentence in meaningful contexts that can be read by others.
- I understand how to use a full stop in my writing.
- I can begin to form capital letters correctly.
- I can write a short sentence independently, using a capital letter, finger space and a full stop.
- I can independently write more than one sentence on a given topic.
- I can re-read my work back to check for errors in my writing.

	<ul style="list-style-type: none"> <li>• I can draw a person with a head and one or two other features.</li> <li>• I can start to copy simple horizontal and vertical letters. For example: t l k j v w</li> <li>• I can give meaning to marks as I draw and paint.</li> <li>• I can copy letters from the alphabet accurately, including letters from my name.</li> <li>• I can write some or all of my name.</li> <li>• I can begin to write random letter strings to convey meaning, some of which are correctly formed (e.g. a shopping list).</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a sentence/s that can be read by others.</li> </ul>
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EYFS- nursery		
Autumn	Spring	Summer
<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• To draw simple and recognisable objects.</li> <li>• To imitate drawing simple shapes ie circle</li> <li>• To imitate drawing a simple face.</li> <li>• To begin to use a three fingered grip with support.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• To distinguish between the different marks they make.</li> <li>• To copy the initial letter of their name.</li> <li>• To draw spontaneous and recognisable forms.</li> <li>• To draw a person with a head and one or two other features.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• To start to copy simple horizontal and vertical letters.</li> <li>• To give meaning to the marks they draw and paint.</li> <li>• To begin to copy letters.</li> <li>• To begin to write random letter strings to convey meaning, some of which are correctly formed.</li> <li>• To begin to use a pincer grip independently.</li> <li>• To begin to use a tripod grip independently.</li> </ul>
EYFS- reception		
Autumn	Spring	Summer
<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• To begin to copy letters from the alphabet, including letters from their name.</li> <li>• To begin to copy print from the environment. To be able to link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• To begin to hear and write the initial sounds in words.</li> <li>• To be able to give meaning to marks as they draw and paint.</li> <li>• To begin to write random letter strings to convey meaning, some of which are correctly formed.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• To become more confident when using a static tripod grip (developing)</li> <li>• To begin to use finger spaces.</li> <li>• To write a few words with gaps between each word (understanding a word is a word).</li> <li>• To be able to spell most of the red words taught in RWI.</li> <li>• To write a short phrase or sentence in meaningful contexts that can be read by others (with support). To begin to use full stops.</li> <li>• To begin to understand how capital letters.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• To have developed their own handwriting style which fast, accurate and efficient.</li> <li>• To be confident at using a dynamic tripod grip (secure).</li> <li>• To write a short sentence using finger spaces and full stops (independently).</li> <li>• To be able to form capital letters correctly.</li> <li>• To re-read work back to check for errors in writing. To be able to spell most of the red words taught in RWI</li> </ul>

<ul style="list-style-type: none"> <li>• To begin to hear and write the initial and end sounds in words</li> <li>• To begin to write CVC words.</li> <li>• To begin to make plausible attempts at longer words, getting some letters in the correct order.</li> <li>• To begin to write some of the red words taught in RWI.</li> <li>• To write more than one word as part of a string.</li> <li>• Shows preference for dominant hand when using tools.</li> </ul>		<ul style="list-style-type: none"> <li>• To write a sentence independently that can be read by others</li> <li>• To begin to write more than one sentence.</li> <li>• To be able to use first 6 set 2 sounds in their writing.</li> <li>• To be able to spell most of the red words taught in RWI</li> </ul>
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		Year 1		Year 2	
Autumn	HT1	What children will know: <ul style="list-style-type: none"> <li>• To spell words containing known phonemes</li> <li>• To spell some Year 1 CEW</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Capital letters at the start of sentences.</li> <li>• Full stops at the end of sentences.</li> </ul>	What children will know: <ul style="list-style-type: none"> <li>• How to identify a question</li> <li>• How to identify a statement</li> <li>• To describe the differences between fiction and non-fiction</li> <li>• To spell some Year 2 CEW</li> <li>• How to use suffixes -ing, -er, -ly</li> <li>• To spell some words correctly containing known phonemes</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>• Use suffixes (-ing, -er, -ly)</li> <li>• Use co-ordinating conjunctions (and, because, but)</li> <li>• Write a question</li> <li>• Write a statement</li> <li>• Use of capital letters, full stops and question marks to demarcate sentences.</li> <li>• Write non-fiction sentences</li> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Use spacing between words that reflects the size of the letters</li> <li>• Make simple additions, revisions and corrections to their own writing</li> </ul>
	HT2	What children will know: <ul style="list-style-type: none"> <li>• To spell some Year 1 CEW</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> </ul>	What children will know: <ul style="list-style-type: none"> <li>• How to identify a noun</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>• Use co-ordinating conjunctions (and, or, but)</li> </ul>

		<ul style="list-style-type: none"> <li>To spell words containing known phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters at the start of sentences.</li> <li>Capital letters for the personal pronoun 'I'</li> <li>Full stops at the end of sentences.</li> <li>Use adjectives to describe.</li> <li>Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>How to identify an exclamation</li> <li>How to identify a command</li> <li>To spell some Year 2 CEW</li> <li>To spell some words correctly containing known phonemes</li> <li>How to use suffixes -ing,-er, -ly</li> <li>To describe the difference between present and past tense</li> <li>How to identify an expanded noun phrase</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, exclamation and question marks to demarcate sentences.</li> <li>Form lower-case letters of the correct size relative to one another</li> <li>Use suffixes (-ing, -er, -ly)</li> <li>Write a command</li> <li>Write an exclamation</li> <li>Use spacing between words that reflects the size of the letters</li> <li>Use some diagonal and horizontal strokes to join letters</li> <li>Make simple additions, revisions and corrections to their own writing</li> <li>Plan what they will be writing about, capturing key words, including key vocabulary</li> <li>Write in past tense consistently</li> </ul>
<b>Spring</b>	HT3	<p>What children will know:</p> <ul style="list-style-type: none"> <li>To use capital letters for the names of people, places, days of the week and the personal pronoun 'I'</li> <li>To spell the days of the week</li> <li>To spell some Year 1 CEW</li> <li>To spell words containing known phonemes</li> <li>How to use suffixes -ed, -ing and -er on verbs</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Capital letters at the start of sentences.</li> <li>Full stops at the end of sentences.</li> <li>Use adjectives to describe</li> <li>Use the plural noun suffix -s or -es</li> </ul>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>To spell some Year 2 CEW</li> <li>To spell some words with contracted forms</li> <li>How to identify an adverb</li> <li>How to identify an expanded noun phrase</li> <li>How to identify a possessive apostrophe</li> <li>How to identify a verb</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, exclamation and question marks to demarcate sentences.</li> <li>Use co-ordinating and subordinating conjunctions (and, or, but, because, if, when)</li> <li>Use the four different sentence types</li> </ul>

	<ul style="list-style-type: none"> <li>How to use suffixes -s and -es to create plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use combining words to make sentences, joining words and clauses using and</li> <li>Separation of words with spaces</li> <li>Capital letters for names, places and the personal pronoun 'I'</li> <li>Name the letters of the alphabet in order</li> <li>Sequencing sentences to form short narratives.</li> <li>Use the suffixes -er, -ed and -ing on verbs</li> </ul>	<ul style="list-style-type: none"> <li>To spell some words correctly containing known phonemes</li> <li>How to use suffixes -ing, -er, -ly</li> <li>How to differentiate between a question, command, statement and exclamation</li> </ul>	<ul style="list-style-type: none"> <li>Use an adverb in a sentence</li> <li>Write expanded noun phrases</li> <li>Use a possessive apostrophe</li> <li>Use a verb in a sentence</li> <li>Use suffixes (-ing, -er, -ly)</li> <li>Form lower-case letters of the correct size relative to one another</li> <li>Use spacing between words that reflects the size of the letters</li> <li>Use some diagonal and horizontal strokes to join letters</li> <li>Make simple additions, revisions and corrections to their own writing</li> <li>Plan what they will be writing about, capturing key words, including key vocabulary</li> <li>Write in past tense consistently</li> </ul>
HT4	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How prefix -un changes the meaning of verbs and adjectives</li> <li>To use capital letters for the names of people, places, days of the week and the personal pronoun 'I'</li> <li>To spell the days of the week</li> <li>To spell some Year 1 CEW</li> <li>To spell words containing known phonemes</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Capital letters at the start of sentences.</li> <li>Full stops at the end of sentences.</li> <li>Use adjectives to describe</li> <li>Use the plural noun suffix -s or -es</li> <li>Use combining words to make sentences, joining words and clauses using and</li> </ul>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>To spell some Year 2 CEW</li> <li>How to identify a pronoun</li> <li>How to identify a homophone</li> <li>To describe when a comma is used</li> <li>To spell many words correctly containing known phonemes</li> <li>How to use suffixes -ful, -ly and -less to make longer words</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, exclamation and question marks to demarcate sentences.</li> <li>Write about real events</li> <li>Use commas in a list</li> <li>Use suffixes (-ing, -er, -ly, -ful, -less)</li> <li>Use co-ordinating and subordinating conjunctions (and, or, but, because, if, when)</li> </ul>

		<ul style="list-style-type: none"> <li>• How to use suffixes -ed, -ing and -er on verbs</li> <li>• How to use suffixes -s and -es to create plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Capital letters for names, places and the personal pronoun 'I'</li> <li>• Name the letters of the alphabet in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Use the suffixes -er, -ed and -ing on verbs</li> <li>• Use the prefix un- to change the meaning of verbs and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• How to differentiate between a question, command, statement and exclamation</li> <li>• To describe the different word classes (verb, adverb, adjective, noun)</li> <li>• How to identify an expanded noun phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Use the four different sentence types</li> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Use spacing between words that reflects the size of the letters</li> <li>• Use some diagonal and horizontal strokes to join letters</li> <li>• Make simple additions, revisions and corrections to their own writing</li> <li>• Plan what they will be writing about, capturing key words, including key vocabulary</li> <li>• Write in past tense consistently and correctly</li> <li>• Use an adverb in a sentence</li> <li>• Write expanded noun phrases</li> <li>• Use a possessive apostrophe</li> <li>• Use a verb in a sentence</li> </ul>
<b>Summer</b>	HT5	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• To spell the days of the week</li> <li>• To spell some Year 1 CEW</li> <li>• To spell words containing known phonemes</li> <li>• How to use suffixes -er and -est on adjectives</li> <li>• How prefix -un changes the meaning of verbs and adjectives</li> <li>• How to use suffixes -ed, -ing and -er on verbs</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Separation of words with spaces</li> <li>• Capital letters at the start of sentences.</li> <li>• Full stops at the end of sentences.</li> <li>• Use adjectives to describe</li> <li>• Use the plural noun suffix -s or -es</li> </ul>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• To spell some Year 2 CEW</li> <li>• How to distinguish between homophones and near-homophones</li> <li>• To spell many words correctly containing known phonemes</li> <li>• How to use suffixes -ful, -ly, -ment, -ness and -less to make longer words</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use of capital letters, full stops, exclamation and question marks to demarcate sentences.</li> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>

	<ul style="list-style-type: none"> <li>How to use suffixes -s and -es to create plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>Use combining words to make sentences, joining words and clauses using and</li> <li>Separation of words with spaces</li> <li>Capital letters for names, places and the personal pronoun 'I'</li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> <li>Sequencing sentences to form short narratives.</li> <li>Use the suffixes -er, -ed and -ing on verbs where no change is needed to the root word</li> <li>Use the prefix un- to change the meaning of verbs and adjectives</li> <li>Add -er and -est to adjectives where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>How to differentiate between a question, command, statement and exclamation</li> <li>To describe the different word classes (verb, adverb, adjective, noun)</li> <li>To describe when a comma is used</li> <li>How to identify a compound word</li> <li>How to identify an expanded noun phrase</li> </ul>	<ul style="list-style-type: none"> <li>Use some diagonal and horizontal strokes to join letters</li> <li>Make simple additions, revisions and corrections to their own writing</li> <li>Use suffixes (-ly, -ful, -less, -ment, -ness) to make longer words</li> <li>Use co-ordinating and subordinating conjunctions (and, or, but, because, if, when)</li> <li>Use the four different sentence types</li> <li>Plan what they will be writing about, capturing key words, including key vocabulary</li> <li>Write in past tense consistently and correctly</li> <li>Use an adverb in a sentence</li> <li>Write expanded noun phrases</li> <li>Use a possessive apostrophe</li> <li>Use a verb in a sentence</li> <li>Use commas in a list</li> </ul>
HT6	<p>What children will know:</p> <ul style="list-style-type: none"> <li>To spell the days of the week</li> <li>To spell some Year 1 CEW</li> <li>To spell words containing known phonemes</li> <li>How to use suffixes -er and -est on adjectives</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Capital letters at the start of sentences.</li> <li>Full stops at the end of sentences.</li> <li>Use adjectives to describe</li> </ul>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>To spell some Year 2 CEW</li> <li>To spell some words correctly containing known phonemes</li> <li>How to use suffixes -ful, -ly, -ment, -ness and -less to make longer words</li> <li>How to differentiate between a question, command, statement and exclamation</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, exclamation and question marks to demarcate sentences.</li> <li>Form lower-case letters of the correct size relative to one another</li> </ul>

		<ul style="list-style-type: none"> <li>• How prefix -un changes the meaning of verbs and adjectives</li> <li>• How to use suffixes -ed, -ing and -er on verbs</li> <li>• How to use suffixes -s and -es to create plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Use the plural noun suffix -s or -es</li> <li>• Use combining words to make sentences, joining words and clauses using and</li> <li>• Separation of words with spaces</li> <li>• Capital letters for names, places and the personal pronoun 'I'</li> <li>• Name the letters of the alphabet in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Use the suffixes -er, -ed and -ing on verbs where no change is needed to the root word</li> <li>• Use the prefix un- to change the meaning of verbs and adjectives</li> <li>• Add -er and -est to adjectives where no change is needed to the root word</li> </ul>	<ul style="list-style-type: none"> <li>• To describe when a comma is used</li> <li>• To describe the different word classes (verb, adverb, adjective, noun)</li> <li>• How to identify a compound word</li> <li>• How to distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters</li> <li>• Use some diagonal and horizontal strokes to join letters</li> <li>• Make simple additions, revisions and corrections to their own writing</li> <li>• Use suffixes (-ly, -ful, -less, -ment, -ness) to make longer words</li> <li>• Plan what they will be writing about, capturing key words, including key vocabulary</li> <li>• Use co-ordinating and subordinating conjunctions (and, or, but, because, if, when)</li> <li>• Use the four different sentence types</li> <li>• Write in past tense consistently and correctly</li> <li>• Use an adverb in a sentence</li> <li>• Write expanded noun phrases</li> <li>• Use a possessive apostrophe</li> <li>• Use a verb in a sentence</li> <li>• Use commas in a list</li> </ul>
CUSP writing (to support transition to Year 3): character descriptions (2 weeks)					
What children will know: <ul style="list-style-type: none"> <li>• Different descriptive techniques</li> </ul>			What children will be able to do: <ul style="list-style-type: none"> <li>• Select precise adjectives to use in expanded noun phrases</li> <li>• Use adverbs to add detail</li> </ul>		

				<ul style="list-style-type: none"> <li>A character description includes the character's appearance and personality</li> </ul>	
				CUSP writing (to support transition to Year 3): poetry on a theme-humorous (1 week)	
				What children will know: <ul style="list-style-type: none"> <li>Poetry is written to be performed</li> <li>Humour is subjective</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>Use intonation to make the meaning clear</li> <li>Perform a poem they have written</li> </ul>

Year 3 Autumn Term

Poetry on a theme-emotions (1 week)	First person narrative descriptions (2 weeks)	Non-chronological reports (3 weeks)	Formal letters to complain (2 weeks)	Performance poetry- including poetry from other cultures (1 week)	Dialogue through narrative-historical stories (3 weeks)
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Year 3 Spring Term

Third person narrative- animal stories (3 weeks)	Non-chronological reports (3 weeks)	Advanced instructional writing (2 weeks)	Performance poetry- including poetry from other cultures (1 week)	First person narrative description (2 weeks)
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Year 3 Summer Term

Third person narrative- animal stories (3 weeks)	Formal letters to complain (2 weeks)	Dialogue through narrative-historical stories (3 weeks)	Performance poetry- emotions (1 week)	Advanced instructional writing (2 weeks)
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Year 4 Autumn Term

Poems which explore form (1 week)	Persuasive writing- adverts (2 weeks)	First person diary entries (2 weeks)	Critical analysis of narrative poetry (2 weeks)	Third person adventure stories (3 weeks)	News reports (2 weeks)
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Year 4 Spring Term

Stories from other cultures (3 weeks)	Explanatory texts (2 weeks)	Persuasive writing- adverts (2 weeks)	Third person adventure stories (3 weeks)	Poems which explore form (1 week)
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Year 4 Summer Term

Stories from other cultures (3 weeks)	First person diary entries (2 weeks)	Critical analysis of narrative poetry (2 weeks)	News reports (1 week)	Explanatory texts (2 weeks)
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Year 5 Autumn Term

Formal letters of application (2 weeks)	Third person stories set in another culture (3 weeks)	Poems which explore form (1 week)	Dialogue in narrative- first person myths and legends (3 weeks)	Balanced argument (2 weeks)	Poems that use wordplay (1 week)	Flexible block (1 week)
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Year 5 Spring Term

Third person stories set in another culture (3 weeks)	Playscripts- Shakespeare retelling (2 weeks)	Flexible block (1 week)	Formal letters of application (2 weeks)	Biography (3 weeks)	Poems that use word play (1 week)
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Year 5 Summer Term

Playscripts (2 weeks)	Dialogue in narrative- first person myths and legends (3 weeks)	Balanced argument (2 weeks)	Biography (3 weeks)	Poems which explore form (1 week)	Flexible block (1 week)
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Year 6 Autumn Term

Autobiography (2 weeks)	Discursive writing and speeches (2 weeks)	First person stories with a moral (2 weeks)	Poems that create images and explore vocabulary (1 week)	Shakespeare's sonnets (1 week)	Explanatory texts (2 weeks)	News reports (2 weeks)	Flexible block (1 week)
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Year 6 Spring Term

Extended third person narratives- adventure stories (3 weeks)	Explanatory texts (2 weeks)	Flexible block (1 week)	Autobiography (2 weeks)	Extended third person narrative- adventure stories (3 week)	Flexible block (1 week)
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Year 6 Summer Term

News reports (2 weeks)	Flexible block (2 weeks)	Shakespeare's sonnets (1 week)	Discursive writing and speeches (2 weeks)	Poems that create images and explore vocabulary (1 week)	First person stories with a moral (2 weeks)	Flexible block (2 weeks)
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	Year 3			Year 4		
<b>Autumn</b>	Poetry on a theme- emotions (1 week)	What children will know: <ul style="list-style-type: none"> <li>• How to form and use alliteration</li> <li>• How to form and use rhyme</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>• Prepare and perform poems</li> <li>• Make connections between poems</li> <li>• Select precise and ambitious vocabulary</li> <li>• Write a poem on a theme</li> </ul>	Poems which explore form (1 week)	What children will know: <ul style="list-style-type: none"> <li>• The formation of a haiku and a cinquain</li> <li>• What imagery and onomatopoeia are</li> <li>• Intonation, volume and tone are important when performing</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>• Perform poetry using deliberate intonation, volume and tone changes</li> <li>• Write poems, using imagery, a known form and onomatopoeia</li> </ul>

First person narrative descriptions (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• A range of descriptive devices</li> <li>• First person perspective</li> <li>• How to use coordinating conjunctions</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Describe a setting in detail</li> <li>• Build atmosphere through precise selection of vocabulary</li> </ul>	Persuasive writing- adverts (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• How superlatives are formed</li> <li>• What a slogan is used for</li> <li>• The purpose of a rhetorical question</li> <li>• Presentational devices to use in an advert</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use appropriate presentation and language to write a persuasive advert</li> </ul>
Non-chronological reports (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The structure and tone of a non-chronological report</li> <li>• How to use paragraphs to organise information</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use a variety of sentence structures</li> <li>• Select and use precise and formal vocabulary</li> </ul>	First person diary entries (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The difference between direct and reported speech</li> <li>• Devices for informal tone</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Write in the past tense from the first person perspective</li> <li>• Use a range of sentence structures</li> </ul>
Formal letters to complain (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The difference between main and subordinate clauses</li> <li>• The structure and conventions of a formal letter</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Organise writing into clear paragraphs</li> <li>• Choose and use formal vocabulary</li> <li>• Use a range of conjunctions</li> </ul>	Critical analysis of narrative poetry (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• A narrative poem tells a story</li> <li>• Key poetic conventions, e.g., similes, alliteration</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use quotations to illustrate a point</li> <li>• Critique a poem</li> <li>• Give an opinion about a poem</li> </ul>
Performance poetry including poetry from other cultures (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Key poetic devices, including alliteration, rhyme and repetition</li> <li>• Intonation changes when we speak and perform</li> <li>• Form helps convey the message in poems</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Prepare and perform narrative poems</li> <li>• Show understanding through intonation, action, tone and volume</li> <li>• Make connections between poems</li> </ul>	Third person adventure stories (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The third person perspective</li> <li>• The progressive and simple past tense</li> <li>• A range of descriptive devices</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Plan and execute a third person adventure story</li> <li>• Use a balance of dialogue and description to tell the story</li> </ul>

			<ul style="list-style-type: none"> <li>Critically review the performance of a poem</li> </ul>			
	Dialogue through narrative-historical stories	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>Historical texts can include historical references</li> <li>Inverted commas are used to punctuate direct speech</li> <li>Editing strategies</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use the third person perspective</li> <li>Use and sustain the past tense</li> <li>Carefully select vocabulary</li> </ul>	News reports (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The perspective is the viewpoint that something is written from</li> <li>The tense tells us when an event has happened</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Plan, draft and write a simple news report</li> <li>Include accurately punctuated direct quotations</li> </ul>
Spring	Third person narrative-animal stories (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>A range of descriptive devices, including metaphors</li> <li>How to form the third person perspective</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Build atmosphere through precise selection of vocabulary</li> <li>Sustain the present tense</li> </ul>	Stories from other cultures (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure and tone of an explanatory text</li> <li>How conjunctions and adverbs can be used to express time and cause</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Sustain the present tense</li> <li>Use technical vocabulary in context</li> <li>Organise writing in paragraphs</li> </ul>
	Non-chronological reports (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure and tone of a non-chronological report</li> <li>How to use paragraphs to organise information</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use a variety of sentence structures</li> <li>Select and use precise and formal vocabulary</li> </ul>	Explanatory texts (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The formation of a haiku and a cinquain</li> <li>What imagery and onomatopoeia are</li> <li>Intonation, volume and tone are important when performing</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Perform poetry using deliberate intonation, volume and tone changes</li> <li>Write poems, using imagery, a known form and onomatopoeia</li> </ul>
	Advanced instruction writing (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How the organisation of a text can aid the reader</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use imperative verbs</li> <li>Use adverbs to describe when and how</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use imperative verbs</li> <li>Use adverbs to describe when and how</li> </ul>	Persuasive writing- adverts (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How superlatives are formed</li> <li>What a slogan is used for</li> </ul>

		<ul style="list-style-type: none"> <li>The importance of careful sequencing in instructional writing</li> </ul>	<ul style="list-style-type: none"> <li>Use prepositions to add detail</li> </ul>		<ul style="list-style-type: none"> <li>The purpose of a rhetorical question</li> <li>Organisational and presentational devices to use in an advert</li> </ul>	<ul style="list-style-type: none"> <li>Use organisational and presentational devices to emphasises specific information</li> </ul>
	Performance poetry- including poetry from other cultures (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>Key poetic devices including alliteration, rhyme and repetition</li> <li>Intonation changes when we speak and perform</li> <li>Form helps convey the message in poems</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Prepare and perform poems</li> <li>Show understanding through intonation, action, tone and volume</li> <li>Make connections between poems</li> <li>Critically review the performance of a poem</li> </ul>	Third person adventure stories (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure of a story</li> <li>Dialogue can convey character and develop the narrative</li> <li>A range of descriptive devices</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Plan a story with a simple plot</li> <li>Plan and construct dialogue as part of a narrative</li> <li>Balance descriptive devices to describe a setting</li> </ul>
	First person narrative description (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>A range of descriptive devices</li> <li>The first person perspective</li> <li>How to use coordinating conjunctions</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Describe a setting in detail</li> <li>Build atmosphere through precise selection of vocabulary</li> </ul>	Poems which explore form (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The formation of a haiku and a cinquain</li> <li>What imagery and onomatopoeia are</li> <li>Intonation, volume and tone are important when performing</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Perform poetry using deliberate intonation, volume and tone changes</li> <li>Write poems, using imagery, a known form and onomatopoeia</li> </ul>
<b>Summer</b>	Third person narrative- animal stories (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How to form the third person perspective</li> <li>How to construct regular and irregular past tense verbs</li> <li>A range of descriptive devices</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Sustain the third person perspective and the past tense</li> <li>Select vocabulary to create atmosphere</li> </ul>	Stories from other cultures (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How to form the past tense</li> <li>The third person perspective</li> <li>Editing strategies</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use a range of descriptive devices to compose and recount a short narrative</li> <li>Use cultural references to indicate a setting</li> </ul>

			<ul style="list-style-type: none"> <li>Use similes and metaphors as descriptive devices</li> </ul>			
Formal letters to complain (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure and conventions of a formal letter</li> <li>A paragraph is a group of related sentences</li> <li>The correct perspective for a formal letter</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use a planning structure to outline the key messages in each section of a text</li> <li>Organise information into clear paragraphs</li> <li>Choose and use formal vocabulary</li> </ul>	First person diary entries-imaginative (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>A diary entry can be factual or fictional</li> <li>Prepositions and conjunctions can be used to express time and cause</li> <li>Devices to convey an informal tone</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Identify and construct contractions accurately</li> <li>Write from the first person perspective</li> <li>Draw on their reading to inform their writing</li> </ul>	
Dialogue through narrative-historical stories (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>Inverted commas are used to punctuate direct speech</li> <li>Dialogue can be used to convey character and plot</li> <li>How to form the present perfect tense</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use inverted commas correctly to punctuate direct speech</li> <li>Use dialogue to show character and plot</li> <li>Use and sustain the correct tense and third person perspective</li> </ul>	Critical analysis of narrative poetry (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>A critical analysis is a careful examination and evaluation of a text</li> <li>How to conduct a debate</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between poems written by the same poet</li> <li>Use a formal standard English to express a personal response to poetry</li> </ul>	
Performance poetry-emotions (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How to form and use alliteration</li> <li>How to form and use rhyme</li> <li>How to form and use similes</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Prepare and perform poems</li> <li>Make connections between poems</li> <li>Select precise and ambitious vocabulary</li> <li>Write a poem on a theme</li> </ul>	News reports (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure and organisation of a news report</li> <li>The structure and purpose of a paragraph</li> <li>Different devices to achieve cohesion within paragraphs</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Recognise the perspective of a text</li> <li>Write paragraphs around a key theme</li> <li>Use pronouns and conjunctions to aid the flow of writing</li> </ul>	

	Advanced instructional writing (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure and layout of an instructional text</li> <li>How to maintain a formal tone</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use imperative verbs</li> <li>Use adverbs and prepositions to describe how, when and where</li> <li>Use conjunctions to connect ideas</li> </ul>	Explanatory texts (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How to use pronouns to avoid repetition</li> <li>The components parts of an introduction</li> <li>Subheadings break the text into smaller chunks and tell the reader what to expect in each section</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Introduce a paragraph with a topic sentence and add supporting detail</li> <li>Form and use the present tense</li> <li>Use conjunctions to express cause</li> </ul>
	Year 5			Year 6		
Autumn	Formal letters of application (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How language can be adapted to persuade</li> <li>The rule of three</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use and sustain a formal tone</li> <li>Structure a formal letter in clear paragraphs</li> </ul>	Autobiography (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The past progressive tense shows ongoing actions that took place in the past</li> <li>Relative clauses are used to give additional information about a noun by using a relative pronoun</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Sequence and describe events chronologically and factually</li> <li>Use conjunctions, adverbs and prepositions to express time, place and cause</li> </ul>
	Third person stories set in another culture (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>Reporting clauses convey the mood of characters</li> <li>Short sentences add pace to a narrative</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Interweave cultural references to establish context</li> <li>Use and sustain the third person</li> </ul>	Discursive writing and speeches (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The passive voice conveys a formal tone</li> <li>Multiple viewpoints need to be represented in a discussion</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Edit their writing according to specific criteria</li> <li>Deliver a speech using appropriate formality and expression</li> </ul>
	Poems which explore form (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How syllables can be used to impose structure on some poetic forms</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Write a poem that fulfils specific criteria</li> <li>Perform a poem varying tone and</li> </ul>	First person stories with a moral (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How to plan a narrative and interweave a moral</li> <li>Characters are portrayed through their</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Balance description, action and dialogue in a narrative</li> </ul>

	<ul style="list-style-type: none"> <li>The form and structure of haikus and cinquains</li> </ul>	<p>volume and using movement for effect</p>		<p>actions, what is said and how it is said</p>	<ul style="list-style-type: none"> <li>Use and sustain the first person perspective</li> </ul>
<p>Dialogue in narrative- first person myths and legends (3 weeks)</p>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The language of speech and writing differs</li> <li>Relative clauses add extra information</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Write dialogue appropriate to a character</li> <li>Balance description and dialogue to help tell a story</li> </ul>	<p>Poems that create images and explore vocabulary (1 week)</p>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How figurative language can be used to enhance images for the reader</li> <li>Making eye contact, changing facial expressions or using gestures adds impact to words</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use a given poetic structure to inform their own writing</li> <li>Learn a poem by heart and perform it using intonation, volume and movement</li> </ul>
<p>Balanced argument (2 weeks)</p>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>A balanced argument includes opposing views</li> <li>Views need to be supported with evidence to convince</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Write in a sustained formal tone</li> <li>Use adverbials to signal similar or opposing viewpoints</li> <li>Use emotive language</li> </ul>	<p>Shakespeare's sonnets (1 week)</p>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>Who Shakespeare was and how significant his writing is to our literary heritage</li> <li>A sonnet has fourteen lines of ten syllables</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use technical terms to explain the structure and style of a sonnet</li> <li>Compare poems and justify reading preferences</li> </ul>
<p>Poems that use wordplay (1 week)</p>	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>Word play enhances meaning through the sound of words</li> <li>Homophones are an effective word play device</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use word play to engage the reader</li> <li>Perform a poem and vary intonation and volume to convey meaning</li> </ul>	<p>Explanatory texts (2 weeks)</p>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The present progressive tense indicates actions that are ongoing now</li> <li>The passive verb form places emphasis on the object of a sentence</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use precise tier 3 vocabulary to convey an expert voice</li> <li>Use organisational and presentational devices to help the reader navigate a text</li> </ul>
			<p>News reports (2 weeks)</p>	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The structure and register of a news report</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Consciously control formality</li> </ul>

					<ul style="list-style-type: none"> <li>• How to form the progressive form of the past tense</li> <li>• Pronouns and conjunctions are cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>• Write precisely and concisely</li> <li>• Use modal verbs to indicate possibility and certainty</li> </ul>
<b>Spring</b>	Third person stories set in another culture (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Dialogue can help tell the story and convey information about characters</li> <li>• An expanded noun phrase is a simple noun phrase expanded with at least one adjective</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Interweave cultural references to establish context</li> <li>• Describe and develop characters and setting in detail</li> <li>• Use and sustain the third person</li> </ul>	Extended third person narratives- adventure stories (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• A range of descriptive devices and techniques</li> <li>• How to develop an extended narrative over time</li> <li>• How to balance description, dialogue and action</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Plan, structure and execute an extended narrative</li> <li>• Consciously vary sentence structures</li> <li>• Use dialogue to help tell the story</li> </ul>
	Playscripts- Shakespeare retelling (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Who Shakespeare was and why he is so significant to British heritage</li> <li>• A synopsis is often written in the present tense to convey a sense of immediacy</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Write a synopsis of a Shakespearean play</li> <li>• Write concisely in the third person</li> <li>• Select vocabulary precisely to convey meaning</li> </ul>	Explanatory texts (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The present progressive tense indicates actions that are ongoing now</li> <li>• The passive verb form places emphasis on the object of a sentence</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use precise tier 3 vocabulary to convey an expert voice</li> <li>• Use organisational and presentational devices to help the reader navigate a text</li> </ul>
	Formal letters of application (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The subjunctive verb form is used to formally make a request or suggest a possibility</li> <li>• How language can be adapted to persuade</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use and sustain a formal tone</li> <li>• Structure a formal letter in clear paragraphs</li> </ul>	Autobiography (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The past progressive tense shows actions that took place in the past over time</li> <li>• Relative clauses are used to give additional information about a noun by using a relative pronoun</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Sequence and describe events chronologically and factually</li> <li>• Use conjunctions, adverbs and prepositions to express time, place and cause</li> </ul>

	Biography (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• A biography tells the story of someone's life</li> <li>• How to form the perfect form of the past and present tenses</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Plan and write a well-structured biography</li> <li>• Sustain the third person</li> <li>• Add additional information using relative clauses</li> </ul>	Extended third person narrative-adventure stories	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Cohesion is the use of vocabulary and grammatical structures to link ideas within a text</li> <li>• The past progressive tense indicates actions that took place in the past over time</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use precise language and specific devices to describe characters and settings, and to develop atmosphere</li> <li>• Write a cohesive narrative sustaining use of the third person</li> </ul>
	Poems that use wordplay (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Word play is a poetic device that enhances meaning through the sounds of words</li> <li>• Collective nouns are singular nouns that refer to a group of people, animals or things</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Identify examples of word play, including homophones, and explain their intended impact on the reader</li> <li>• Use word play to engage and amuse the reader</li> </ul>			
Summer	Playscripts (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Playscripts may vary in their level of formality</li> <li>• How to use appropriate gestures and varied tone and volume to add impact to the spoken word</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use key organisational and presentational devices to write a script</li> <li>• Convey character by what is said, how it is said and through actions</li> </ul>	News reports (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• The main conventions used in the organisation and presentation of a news report</li> <li>• Colloquialisms and contractions are examples of informal language structures</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Plan in note form under headings</li> <li>• Use cohesive devices to aid in the flow of writing</li> <li>• Use and sustain a formal tone, making deliberate exceptions for direct quotations</li> </ul>
	Dialogue in narrative- first person myths and legends (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Dialogue can be used to convey information about a character</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Balance description and dialogue in a narrative</li> </ul>	Shakespeare's sonnets (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>• Who Shakespeare was and his cultural significance</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use technical terminology to comment on the</li> </ul>

	<ul style="list-style-type: none"> <li>The language of speech and writing can differ</li> </ul>	<p>written in the first person</p> <ul style="list-style-type: none"> <li>Use inverted commas accurately to punctuate speech</li> </ul>		<ul style="list-style-type: none"> <li>A sonnet has fourteen lines of ten syllables</li> </ul>	<p>themes and structure of a sonnet</p> <ul style="list-style-type: none"> <li>Compare sonnets and justify preferences</li> <li>Learn a poem by heart and perform it using movement and varying intonation and volume</li> </ul>
Balanced argument (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>A balanced argument includes opposing views</li> <li>Views need to be supported with evidence to convince</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Write in a sustained formal tone</li> <li>Use oppositional and additional adverbials</li> <li>Use emotive language</li> </ul>	Discursive writing and speeches (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>Points should be elaborated upon by offering further details and examples</li> <li>Humour can be used to engage the listener in a formal speech</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Select emotive language to convey strength of meaning</li> <li>Sustain a formal tone using the subjunctive and passive verb forms</li> </ul>
Biography (3 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The key features of a biography</li> <li>Relative pronouns are used to introduce a relative clause</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Organise information into paragraphs ordered chronologically</li> <li>Use relative clauses to add information</li> <li>Use the past perfect and present perfect tenses to show relationships of time</li> </ul>	Poems that create images and explore vocabulary (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>Free verse poetry lacks a consistent rhyming pattern or meter</li> <li>A haiku is comprised of seventeen syllables</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Make precise vocabulary choices to enhance meaning</li> <li>Learn a poem by heart and perform it using appropriate intonation, volume and movement</li> </ul>
Poems which explore form (1 week)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>The bridge in a set of lyrics is designed to change the pace or direction of the piece</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Edit word choices for impact</li> <li>Perform their own composition using</li> </ul>	First person stories with a moral (2 weeks)	<p>What children will know:</p> <ul style="list-style-type: none"> <li>How to plan a narrative and interweave a moral</li> <li>Characters are portrayed through their actions, what is said and how it is said</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Develop settings, characters and atmosphere through precise descriptions</li> </ul>

		<ul style="list-style-type: none"><li>• Homophones can be used to create word play</li></ul>	appropriate intonation, volume and movement			<ul style="list-style-type: none"><li>• Use and sustain the first person perspective</li><li>• Use cohesive devices to make links within and between paragraphs</li></ul>
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