

Writing 2026-27

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.
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	• I can draw a person with a head and one or two other features. • I can start to copy simple horizontal and vertical letters. For example: t l k j v w • I can give meaning to marks as I draw and paint. • I can copy letters from the alphabet accurately, including letters from my name. • I can write some or all of my name. • I can begin to write random letter strings to convey meaning, some of which are correctly formed (e.g. a shopping list).	• I can write a sentence/s that can be read by others.
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EYFS- nursery

Autumn	Spring	Summer
What children will be able to do: • To draw simple and recognisable objects. • To imitate drawing simple shapes ie circle • To imitate drawing a simple face. • To begin to use a three fingered grip with support.	What children will be able to do: • To distinguish between the different marks they make. • To copy the initial letter of their name. • To draw spontaneous and recognisable forms. • To draw a person with a head and one or two other features.	What children will be able to do: • To start to copy simple horizontal and vertical letters. • To give meaning to the marks they draw and paint. • To begin to copy letters. • To begin to write random letter strings to convey meaning, some of which are correctly formed. • To begin to use a pincer grip independently. • To begin to use a tripod grip independently.

EYFS- reception

Autumn	Spring	Summer
What children will be able to do: • To begin to copy letters from the alphabet, including letters from their name. • To begin to copy print from the environment. To be able to link sounds to letters, naming and sounding the letters of the alphabet. • To begin to hear and write the initial sounds in words. • To be able to give meaning to marks as they draw and paint. • To begin to write random letter strings to convey meaning, some of which are correctly formed.	What children will be able to do: • To become more confident when using a static tripod grip (developing) • To begin to use finger spaces. • To write a few words with gaps between each word (understanding a word is a word). • To be able to spell most of the red words taught in RWI. • To write a short phrase or sentence in meaningful contexts that can be read by others (with support). To begin to use full stops. • To begin to understand how capital letters.	What children will be able to do: • To have developed their own handwriting style which fast, accurate and efficient. • To be confident at using a dynamic tripod grip (secure). • To write a short sentence using finger spaces and full stops (independently). • To be able to form capital letters correctly. • To re-read work back to check for errors in writing. To be able to spell most of the red words taught in RWI

• To begin to hear and write the initial and end sounds in words • To begin to write CVC words. • To begin to make plausible attempts at longer words, getting some letters in the correct order. • To begin to write some of the red words taught in RWI. • To write more than one word as part of a string. • Shows preference for dominant hand when using tools.		• To write a sentence independently that can be read by others • To begin to write more than one sentence. • To be able to use first 6 set 2 sounds in their writing. • To be able to spell most of the red words taught in RWI
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		Year 1	
Autumn	HT1	What children will know: • To spell words containing known phonemes • To spell some Year 1 CEW	What children will be able to do: • Separation of words with spaces • Capital letters at the start of sentences. • Full stops at the end of sentences.
	HT2	What children will know: • To spell some Year 1 CEW • To spell words containing known phonemes	What children will be able to do: • Separation of words with spaces • Capital letters at the start of sentences. • Capital letters for the personal pronoun 'I' • Full stops at the end of sentences. • Use adjectives to describe. • Sequencing sentences to form short narratives.
Spring	HT3	What children will know: • To use capital letters for the names of people, places, days of the week and the personal pronoun 'I' • To spell the days of the week • To spell some Year 1 CEW • To spell words containing known phonemes • How to use suffixes -ed, -ing and -er on verbs • How to use suffixes -s and -es to create plural nouns	What children will be able to do: • Separation of words with spaces • Capital letters at the start of sentences. • Full stops at the end of sentences. • Use adjectives to describe • Use the plural noun suffix -s or -es • Use combining words to make sentences, joining words and clauses using and • Separation of words with spaces • Capital letters for names, places and the personal pronoun 'I' • Name the letters of the alphabet in order

			- Sequencing sentences to form short narratives. - Use the suffixes -er, -ed and -ing on verbs
	HT4	What children will know: - How prefix -un changes the meaning of verbs and adjectives - To use capital letters for the names of people, places, days of the week and the personal pronoun 'I' - To spell the days of the week - To spell some Year 1 CEW - To spell words containing known phonemes - How to use suffixes -ed, -ing and -er on verbs - How to use suffixes -s and -es to create plural nouns	What children will be able to do: - Separation of words with spaces - Capital letters at the start of sentences. - Full stops at the end of sentences. - Use adjectives to describe - Use the plural noun suffix -s or -es - Use combining words to make sentences, joining words and clauses using and - Separation of words with spaces - Capital letters for names, places and the personal pronoun 'I' - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Sequencing sentences to form short narratives. - Use the suffixes -er, -ed and -ing on verbs - Use the prefix un- to change the meaning of verbs and adjectives
Summer	HT5	What children will know: - To spell the days of the week - To spell some Year 1 CEW - To spell words containing known phonemes - How to use suffixes -er and -est on adjectives - How prefix -un changes the meaning of verbs and adjectives - How to use suffixes -ed, -ing and -er on verbs - How to use suffixes -s and -es to create plural nouns	What children will be able to do: - Separation of words with spaces - Capital letters at the start of sentences. - Full stops at the end of sentences. - Use adjectives to describe - Use the plural noun suffix -s or -es - Use combining words to make sentences, joining words and clauses using and - Separation of words with spaces - Capital letters for names, places and the personal pronoun 'I' - Name the letters of the alphabet in order - Use letter names to distinguish between alternative spellings of the same sound - Sequencing sentences to form short narratives. - Use the suffixes -er, -ed and -ing on verbs where no change is needed to the root word

			• Use the prefix un- to change the meaning of verbs and adjectives • Add -er and -est to adjectives where no change is needed to the root word
	HT6	What children will know: • To spell the days of the week • To spell some Year 1 CEW • To spell words containing known phonemes • How to use suffixes -er and -est on adjectives • How prefix -un changes the meaning of verbs and adjectives • How to use suffixes -ed, -ing and -er on verbs • How to use suffixes -s and -es to create plural nouns	What children will be able to do: • Separation of words with spaces • Capital letters at the start of sentences. • Full stops at the end of sentences. • Use adjectives to describe • Use the plural noun suffix -s or -es • Use combining words to make sentences, joining words and clauses using and • Separation of words with spaces • Capital letters for names, places and the personal pronoun 'I' • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Sequencing sentences to form short narratives. • Use the suffixes -er, -ed and -ing on verbs where no change is needed to the root word • Use the prefix un- to change the meaning of verbs and adjectives • Add -er and -est to adjectives where no change is needed to the root word

Year 2 Autumn Term (+3 flexible blocks)

Character description (4 weeks)	Poems developing vocabulary (2 weeks)	Simple retelling of a narrative (6 weeks)
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Year 2 Spring Term

Formal invitations (4 weeks)	Stories from other cultures (6 weeks)	Poetry on a theme (humorous) (2 weeks)
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Year 2 Summer Term (+ 2 flexible blocks)

Non-chronological reports (6 weeks)	Recount from personal experience (4 weeks)
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Year 3 Autumn Term (+ 3 flexible blocks)

Poetry on a theme- emotions (2 weeks)	First person narrative descriptions (4 weeks)	Non-chronological reports (6 weeks)
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Year 3 Spring Term

Formal letters to complain (4 weeks)	Performance poetry- including poetry from other cultures (2 weeks)	Dialogue through narrative- historical stories (6 weeks)
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Year 3 Summer Term (+ 2 flexible blocks)

Third person narrative- animal stories (6 weeks)	Advanced instructional writing (4 weeks)
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Year 4 Autumn Term (+ 3 flexible blocks)

Persuasive writing- adverts (4 weeks)	Poems which explore form (2 weeks)	First person diary entries (4 weeks)	Critical analysis of narrative poetry (2 weeks)
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Year 4 Spring Term

Critical analysis of narrative poetry (2 weeks)	Third person adventure stories (6 weeks)	News reports (4 weeks)
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Year 4 Summer Term (+2 flexible blocks)

Explanatory texts (4 weeks)	Stories from other cultures (6 weeks)
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Year 5 Autumn Term (+3 flexible blocks)

Formal letters of application (4 weeks)	Third person stories set in another culture (6 weeks)	Poems which explore form (2 week)
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Year 5 Spring Term

Dialogue in narrative- first person myths and legends (6 weeks)	Balanced argument (4 weeks)	Poems that use word play (2 weeks)
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Year 5 Summer Term (+2 flexible blocks)

Playscripts (4 weeks)	Biography (6 weeks)
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Year 6 Autumn Term (+3 flexible blocks)

Autobiography (4 weeks)	Discursive writing and speeches (4 weeks)	First person stories with a moral (4 weeks)
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Year 6 Spring Term (+2 flexible blocks)

Poems that create images and explore vocabulary (2 weeks)	Explanatory texts (4 weeks)	News reports (4 weeks)
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Year 6 Summer Term (+4 flexible blocks)	
Shakespeare's sonnets (2 weeks)	Extended third person narratives- adventure stories (6 weeks)

Year 2			
Autumn	Character descriptions (4 weeks)	What children will know: • Different descriptive techniques • A character description includes the character's appearance and personality • Conjunctions can be used to extend sentences	What children will be able to do: • Select precise adjectives to use in expanded noun phrases • Use some common conjunctions to extend sentences • Use adverbs to add detail
	Poems developing vocabulary (2 weeks)	What children will know: • That some poems are intended to be sung • A dictionary can support finding the meaning of unknown words	What children will be able to do: • Make connections between poems • Explore and explain key language from a poem
	Simple retelling of a narrative (6 weeks)	What children will know: • Ideas and language from stories can inspire your own stories • Third person is an outside perspective • The component parts of a story	What children will be able to do: • Retell a story in the correct order • Describe characters and settings using adjectives, adverbs and expanded noun phrases • Use the past tense • Use a range of descriptive devices to describe characters and settings
Spring	Formal invitations (4 weeks)	What children will know: • The difference between a formal and an informal tone • The key information needed for an invitation	What children will be able to do: • Use statements and commands in my writing • Organise information so that it is easy to understand
	Stories from other cultures (6 weeks)	What children will know: • Stories can be set in different cultures • The component parts of a story	What children will be able to do: • Include details in a story that show an understanding of the culture • Write a story plan using the story structure as a framework • Write in the past tense • Write in the third person
	Poetry on a theme (2 weeks)	What children will learn: • Key poetic devices, e.g., rhyme, rhythm, repetition • Poetry is written to be performed • Humour is subjective	What children will be able to do: • Make connections between poems • Prepare and perform a humorous poem • Use intonation to make meaning clear
Summer	Non-chronological reports (6 weeks)	What children will know: • The difference between a statement and a question • How subheadings help the reader to navigate the text • The features of a non-chronological report	What children will be able to do: • Maintain the present tense • Use simple subordination conjunctions • Write to inform • Select precise vocabulary

			• Use statement and question sentences
	Recount from personal experience (4 weeks)	What children will know: • Chronological order • How to use adjectives, adverbs and expanded noun phrases to describe an event • How to use conjunctions to indicate time	What children will be able to do: • Write in the first person • Write in the past tense • Recount a real event or experience • Recount events in chronological order • Use adjectives and expanded noun phrases to describe an event

Year 3			
Autumn	Poetry on a theme- emotions (2 weeks)	What children will know: • How to form and use alliteration • How to form and use rhyme • How to form and use similes	What children will be able to do: • Prepare and perform poems • Make connections between poems • Select precise and ambitious vocabulary • Write a poem on a theme
	First person narrative descriptions (4 weeks)	What children will know: • A range of descriptive devices • First person perspective • How to use coordinating conjunctions	What children will be able to do: • Describe a setting in detail • Build atmosphere through precise selection of vocabulary
	Non-chronological reports (6 weeks)	What children will know: • The structure and tone of a non-chronological report • How to use paragraphs to organise information	What children will be able to do: • Use a variety of sentence structures • Select and use precise and formal vocabulary
Spring	Formal letters to complain (4 weeks)	What children will know: • The difference between main and subordinate clauses • The structure and conventions of a formal letter • A paragraph is a group of related sentences • The correct perspective for a formal letter	What children will be able to do: • Use a planning structure to outline the key messages in each section of a text • Organise writing into clear paragraphs • Choose and use formal vocabulary • Use a range of conjunctions
	Performance poetry including poetry from other cultures (2 week)	What children will know: • Key poetic devices, including alliteration, rhyme and repetition • Intonation changes when we speak and perform • Form helps convey the message in poems	What children will be able to do: • Prepare and perform narrative poems • Show understanding through intonation, action, tone and volume • Make connections between poems • Critically review the performance of a poem
	Dialogue through narrative- historical stories (6 weeks)	What children will learn: • Historical texts can include historical references • Inverted commas are used to punctuate direct speech • Dialogue can be used to convey character and plot • How to form the present perfect tense • Editing strategies	What children will be able to do: • Use the third person perspective • Use and sustain the past tense • Carefully select vocabulary • Use inverted commas correctly to punctuate direct speech • Use dialogue to show character and plot

Summer	Third person narrative- animal stories (6 weeks)	What children will know: • A range of descriptive devices, including metaphors • How to form the third person perspective • How to construct regular and irregular past tense verbs	What children will be able to do: • Build atmosphere through precise selection of vocabulary • Sustain the present and past tense • Sustain the third person perspective
	Advanced instruction writing (4 weeks)	What children will know: • The structure and layout of an instructional text • How to maintain a formal tone • How the organisation of a text can aid the reader • The importance of careful sequencing in instructional writing	What children will be able to do: • Use imperative verbs • Use adverbs to describe when and how • Use prepositions to add detail • Use conjunctions to connect ideas

Year 4			
Autumn	Persuasive writing- adverts (4 weeks)	What children will know: • How superlatives are formed • What a slogan is used for • The purpose of a rhetorical question • Presentational devices to use in an advert	What children will be able to do: • Use appropriate language to write a persuasive advert • Use organisational and presentational devices to emphasises specific information
	Poems which explore form (2 week)	What children will know: • The formation of a haiku and a cinquain • What imagery and onomatopoeia are • Intonation, volume and tone are important when performing	What children will be able to do: • Perform poetry using deliberate intonation, volume and tone changes • Write poems, using imagery, a known form and onomatopoeia
	First person diary entries (4 weeks)	What children will know: • The difference between direct and reported speech • Devices for informal tone • A diary entry can be factual or fictional • Prepositions and conjunctions can be used to express time and cause	What children will be able to do: • Write in the past tense from the first person perspective • Use a range of sentence structures • Identify and construct contractions accurately • Draw on their reading to inform their writing
	Critical analysis of narrative poetry (2 weeks)	What children will know: • A narrative poem tells a story • Key poetic conventions, e.g., similes, alliteration	What children will be able to do: • Use quotations to illustrate a point • Critique a poem • Give an opinion about a poem
Spring	Critical analysis of narrative poetry (2 weeks)	What children will know: • A critical analysis is a careful examination and evaluation of a text • How to conduct a debate	What children will be able to do: • Identify similarities and differences between poems written by the same poet • Use a formal standard English to express a personal response to poetry
	Third person adventure stories (6 weeks)	What children will know: • The third person perspective • The progressive and simple past tense • A range of descriptive devices	What children will be able to do: • Plan and execute a third person adventure story • Use a balance of dialogue and description to tell the story
	News reports (4 weeks)	What children will know: • The perspective is the viewpoint that something is written from	What children will be able to do: • Plan, draft and write a simple news report • Include accurately punctuated direct quotations

		• The tense tells us when an event has happened	
Summer	Explanatory texts (4 weeks)	What children will know: • The structure and tone of an explanatory text • How conjunctions and adverbs can be used to express time and cause • How to use pronouns to avoid repetition • The components parts of an introduction • Subheadings break the text into smaller chunks and tell the reader what to expect in each section	What children will be able to do: • Introduce a paragraph with a topic sentence and add supporting detail • Form and use the present tense • Use conjunctions to express cause • Use technical vocabulary in context • Organise writing in paragraphs
	Stories from other cultures (6 weeks)	What children will know: • How to form the past tense • The third person perspective • Editing strategies	What children will be able to do: • Use a range of descriptive devices to compose and recount a short narrative • Use cultural references to indicate a setting

Year 5			
Autumn	Formal letters of application (4 weeks)	What children will know: • How language can be adapted to persuade • The rule of three • The subjunctive verb form is used to formally make a request or suggest a possibility	What children will be able to do: • Use and sustain a formal tone • Structure a formal letter in clear paragraphs
	Third person stories set in another culture (6 weeks)	What children will know: • Dialogue can help tell the story and convey information about characters • An expanded noun phrase is a simple noun phrase expanded with at least one adjective • Reporting clauses convey the mood of characters • Short sentences add pace to a narrative	What children will be able to do: • Interweave cultural references to establish context • Use and sustain the third person • Describe and develop characters and setting in detail
	Poems which explore form (2 week)	What children will know: • How syllables can be used to impose structure on some poetic forms • The form and structure of haikus and cinquains • The bridge in a set of lyrics is designed to change the pace or direction of the piece	What children will be able to do: • Write a poem that fulfils specific criteria • Edit word choices for impact • Perform a poem varying tone and volume and using movement for effect
Spring	Dialogue in narrative- first person myths and legends (6 weeks)	What children will know: • The language of speech and writing differs • Relative clauses add extra information • Dialogue can be used to convey information about a character	What children will be able to do: • Write dialogue appropriate to a character • Balance description and dialogue in a narrative written in first person • Use inverted commas accurately to punctuate speech
	Balanced argument (4 weeks)	What children will know: • A balanced argument includes opposing views • Views need to be supported with evidence to convince	What children will be able to do: • Write in a sustained formal tone • Use adverbials to signal similar or opposing viewpoints • Use emotive language • Use oppositional and additional adverbials

	Poems that use wordplay (2 week)	What children will learn: • Word play is a poetic device that enhances meaning through the sounds of words • Collective nouns are singular nouns that refer to a group of people, animals or things • Homophones are an effective word play device	What children will be able to do: • Use word play to engage the reader • Perform a poem and vary intonation and volume to convey meaning • Identify examples of word play, including homophones, and explain their intended impact on the reader
Summer	Playscripts- Shakespeare retelling (4 weeks)	What children will know: • Who Shakespeare was and why he is so significant to British heritage • A synopsis is often written in the present tense to convey a sense of immediacy • Playscripts may vary in their level of formality • How to use appropriate gestures and varied tone and volume to add impact to the spoken word	What children will be able to do: • Write a synopsis of a Shakespearean play • Write concisely in the third person • Select vocabulary precisely to convey meaning • Use key organisational and presentational devices to write a script • Convey character by what is said, how it is said and through actions
	Biography (6 weeks)	What children will know: • A biography tells the story of someone's life • How to form the perfect form of the past and present tenses • The key features of a biography • Relative pronouns are used to introduce a relative clause	What children will be able to do: • Plan and write a well-structured biography • Sustain the third person • Add additional information using relative clauses • Use the past perfect and present perfect tenses to show relationships of time • Organise information into paragraphs ordered chronologically

Year 6			
Autumn	Autobiography (4 weeks)	What children will know: - The past progressive tense shows ongoing actions that took place in the past - Relative clauses are used to give additional information about a noun by using a relative pronoun	What children will be able to do: - Sequence and describe events chronologically and factually - Use conjunctions, adverbs and prepositions to express time, place and cause
	Discursive writing and speeches (4 weeks)	What children will know: - The passive voice conveys a formal tone - Multiple viewpoints need to be represented in a discussion - Points should be elaborated upon by offering further details and examples - Humour can be used to engage the listener in a formal speech	What children will be able to do: - Edit their writing according to specific criteria - Deliver a speech using appropriate formality and expression - Select emotive language to convey strength of meaning - Sustain a formal tone using the subjunctive and passive verb forms
	First person stories with a moral (4 weeks)	What children will know: - How to plan a narrative and interweave a moral - Characters are portrayed through their actions, what is said and how it is said	What children will be able to do: - Balance description, action and dialogue in a narrative - Develop settings, characters and atmosphere through precise descriptions - Use and sustain the first person perspective - Use cohesive devices to make links within and between paragraphs
Spring	Poems that create images and explore vocabulary (2 week)	What children will know: - How figurative language can be used to enhance images for the reader - Making eye contact, changing facial expressions or using gestures adds impact to words	What children will be able to do: - Use a given poetic structure to inform their own writing - Learn a poem by heart and perform it using intonation, volume and movement
	Explanatory texts (4 weeks)	What children will know: - The present progressive tense indicates actions that are ongoing now - The passive verb form places emphasis on the object of a sentence	What children will be able to do: - Use precise tier 3 vocabulary to convey an expert voice - Use organisational and presentational devices to help the reader navigate a text
	News reports (4 weeks)	What children will know: - The structure and register of a news report - How to form the progressive form of the past tense - Pronouns and conjunctions are cohesive devices	What children will be able to do: - Consciously control formality - Write precisely and concisely - Use modal verbs to indicate possibility and certainty

		• The main conventions used in the organisation and presentation of a news report • Colloquialisms and contractions are examples of informal language structures	• Plan in note form under headings • Use cohesive devices to aid in the flow of writing • Use and sustain a formal tone, making deliberate exceptions for direct quotations
Summer	Shakespeare's sonnets (2 weeks)	What children will know: • Who Shakespeare was and how significant his writing is to our literary heritage • A sonnet has fourteen lines of ten syllables	What children will be able to do: • Use technical terms to explain the structure and style of a sonnet • Compare poems and justify reading preferences • Learn a poem by heart and perform it using movements and varying intonation and volume
	Extended third person narratives-adventure stories (6 weeks)	What children will know: • A range of descriptive devices and techniques • How to develop an extended narrative over time • How to balance description, dialogue and action	What children will be able to do: • Plan, structure and execute an extended narrative • Consciously vary sentence structures • Use dialogue to help tell the story