

| Term 1   |  |   |  |
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| Year 3   | Year 4   | Year 5  | Year 6   |
| <p><b>Hooray for Diffendoofer Day</b><br/> <b>Oh the places you'll go</b><br/> <b>Poetry – self comparison</b></p> <p>✓ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p><b>Floodlands</b><br/> <b>Letter writing</b></p> <p>✓ draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>proof-read for spelling and punctuation errors</p> | <p><b>Holes</b><br/> <b>Diary, split narrative</b></p> <p>✓ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>✓ assessing the effectiveness of their own and others' writing using expanded noun phrases to convey complicated information concisely</p> | <p><b>Alma</b><br/> <b>The Arrival</b><br/> <b>Description with foreboding, Recount, Prediction</b></p> <p>✓ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own using expanded noun phrases to convey complicated information concisely</p> |

| Term 2   |  |   |  |
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| Year 3   | Year 4   | Year 5  | Year 6   |
| <p><b>UG</b><br/> <b>Comic strip, Fact-file</b></p> <p>✓ plan their writing by discussing and recording ideas indicate grammatical and other features by using commas after fronted adverbials</p> | <p><b>Christmas Carol</b><br/> <b>Setting Description, Character Description</b></p> <p>✓ plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>using the present perfect form of verbs in contrast to the past tense</p> | <p><b>The Highway Man</b><br/> <b>'Twas The Night Before Christmas</b><br/> <b>Poetry</b></p> <p>✓ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> | <p><b>Secret Garden</b><br/> <b>Persuasive letter, Flashback</b></p> <p>✓ ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>✓ using commas to clarify meaning or avoid ambiguity in writing</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> |

| Term 3   |   |  |  |
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| Year 3   | Year 4  | Year 5   | Year 6   |
| <p><b>The King who banned the dark</b><br/> <b>Debate, Adventure Story, Newspaper</b></p> <ul style="list-style-type: none"> <li>✓ recognising different points of view on an issue, providing arguments for and against.</li> </ul> | <p><b>The Wilderness War</b><br/> <b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>✓ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear indicating possession by using the possessive apostrophe with plural nouns</li> </ul> | <p><b>Ruin</b></p> <p><b>Discussion text</b></p> <ul style="list-style-type: none"> <li>✓ plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> </ul> | <p><b>Goodnight Mr Tom</b><br/> <b>Discussion text, Formal and Informal Writing</b></p> <ul style="list-style-type: none"> <li>✓ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>✓ using hyphens to avoid ambiguity</li> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> |

| Term 4   |  |   |  |
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| Year 3   | Year 4   | Year 5  | Year 6   |
| <p><b>Varjak Paw</b><br/> <b>Narrative from an alternative view</b></p> <ul style="list-style-type: none"> <li>✓ in narratives, creating settings, characters and plot using conjunctions, adverbs and prepositions to express time and cause</li> </ul> | <p><b>Beowulf</b><br/> <b>Adventure narrative</b></p> <ul style="list-style-type: none"> <li>✓ assessing the effectiveness of their own and others' writing and suggesting improvements choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> | <p><b>Egyptian Echo</b><br/> <b>Newspaper, Flashback</b></p> <ul style="list-style-type: none"> <li>✓ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>✓ using passive verbs to affect the presentation of information in a sentence</li> <li>punctuating bullet points consistently</li> </ul> | <p><b>Wonder</b><br/> <b>Persuasive leaflet, Poetry, Writing in the Author's Voice</b></p> <ul style="list-style-type: none"> <li>✓ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>using a colon to introduce a list punctuating bullet points consistently</li> </ul> |

| Term 5  |   |   |   |
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| Year 3  | Year 4  | Year 5  | Year 6  |
| <p><b>Pug of the Frozen North</b></p> <p><b>Newspaper Report, Diary</b></p> <p>✓ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]<br/>using fronted adverbials</p> | <p><b>Adventures of Edward Tulane</b></p> <p><b>Narrative in another setting, letter</b></p> <p>✓ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences<br/>using and punctuating direct speech</p> | <p><b>Adventures of Odysseus</b></p> <p><b>Myth writing, play-script</b></p> <p>✓ plan their writing by noting and developing initial ideas, drawing on reading and research where necessary<br/>✓ précising longer passages using semi-colons, colons or dashes to mark boundaries between independent clauses</p> | <p><b>Malala</b></p> <p><b>Diaries, Newspaper report</b></p> <p>✓ proof-read for spelling and punctuation errors<br/>✓ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun<br/>using semi-colons, colons or dashes to mark boundaries between independent clauses</p> |

| Term 6  |  |  |   |
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| Year 3  | Year 4   | Year 5   | Year 6  |
| <p><b>Charlotte’s Web</b></p> <p><b>Play-script, Fact-File</b></p> <p>✓ organising paragraphs around a theme<br/>indicate grammatical and other features by using and punctuating direct speech</p> | <p><b>Planet unknown</b></p> <p><b>Newspaper, Poetry</b></p> <p>✓ organising paragraphs around a theme<br/>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p> | <p><b>Jungle Book</b></p> <p><b>Split Narrative, Recount</b></p> <p>✓ using a wide range of devices to build cohesion within and across paragraphs<br/>✓ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning<br/>using modal verbs or adverbs to indicate degrees of possibility</p> | <p><b>Cosmic</b></p> <p><b>Narrative humour, Play-script</b></p> <p>✓ using a wide range of devices to build cohesion within and across paragraphs<br/>use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading using brackets, dashes or commas to indicate parenthesis</p> |