
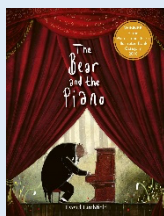
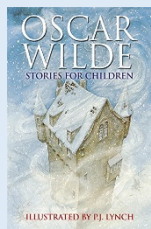




Reading into Writing Overview



Year 3	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
						
Length of Unit	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)
Genres Covered:	Fairy tale Fable	Science Fiction Modern Fairy tale	Fantasy	Fiction with a sense of belonging, courage, perseverance and wellbeing	Fairy tale Fantasy	Picture Book: Fiction with a sense of family, captivity and freedom
Writing Outcomes:	A presentation on 1920s toys, an internal monologue, a love poem, a scarlet fever advice sheet, continuations of the story, a story of their own Cold & Hot Write: A story of their own.	An internal monologue, a diary entry , a formal speech, a poem, free writing and a newspaper report on the Iron Man's battle	A series of diary entries, shape poems, an extended narrative and a persuasive letter Cold & Hot Write: A persuasive letter	A fact file , free writing, a diary entry, a postcard, a poster, an informal letter, an internal monologue and an adventure story	A character description , a letter, the next part of the story in the style of the author , alternative endings, an internal monologue, diary entries, and a short traditional tale	Diary entries, a letter of complaint , a fact file, an extended narrative , and a piece based on My Dad Cold & Hot Write: A letter of complaint
Writing Milestones:	<ul style="list-style-type: none"> • Use techniques used by authors to create characters and settings. • Use the main features of a type of writing (identified in reading). 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. <input type="checkbox"/> Organise	<ul style="list-style-type: none"> • Use a range of descriptive phrases including some collective nouns. • Use a mixture of simple, compound 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Create characters, settings and plots. 	<ul style="list-style-type: none"> • Use a range of descriptive phrases including some collective nouns. • Create characters, settings and plots. 	<input type="checkbox"/> Organise paragraphs around a theme. <input type="checkbox"/> Sequence paragraphs.



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	<ul style="list-style-type: none"> • Create characters, settings and plots. • Plan, write, edit and improve 	paragraphs around a theme. <input type="checkbox"/> Sequence paragraphs.	and complex sentences. <ul style="list-style-type: none"> • Write sentences that include: • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Use alliteration effectively. • Use similes effectively. 		
GPS Outcomes:	<p>Beginning to use a wider range of time conjunctions to start sentences.</p> <p>Beginning to open sentences using simple prepositional clauses,</p> <p>Beginning to open sentences using simple adjectival clauses.</p> <p>Inverted commas are used to punctuate direct speech. Uses varied sentence openers.</p> <p>Uses an increasing range of subordinating conjunctions.</p> <p>Use of adverbs to add detail.</p>	<p>Present perfect form of verbs instead of simple past.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Organise paragraphs around a theme.</p> <p>Use subheadings</p> <p>‘A’ or ‘an’ is used correctly.</p> <p>To use impersonal language where appropriate.</p>	<p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Apostrophe used for possession of plurals.</p> <p>Begin to use semi colon to separate clauses.</p> <p>Use a colon in a list.</p> <p>Use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p>	<p>Distinguish between word families and understand the purpose of each in a sentence.</p> <p>Use paragraphs to group related material</p> <p>Using organisational and presentational devices to structure text and to guide the reader.</p> <p>Sophisticated use of conjunctions, adverbs and compound prepositions.</p>	<p>Consistent accurate use of first and third person.</p> <p>Apostrophes for contractions and plural possessions used increasingly accurately.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Begin to use semi colon to separate clauses.</p>	<p>Accurately demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Use conjunctions, adverbs and prepositions to express, time, cause and place.</p> <p>Apostrophe used for possession of plurals. Begin to use semi colon to separate clauses.</p>



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	<p>Uses ! and ? accurately.</p> <p>Use speech marks accurately.</p> <p>Beginning to use commas to mark relative clauses.</p> <p>Use some literary devices for effect e.g similes, alliteration</p>	<p>Beginning to use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use a range of sentence forms accurately, ie statement, question, exclamation and command</p>	<p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p>	<p>Developing consistent accurate use of first and third person.</p> <p>Uses varied sentence openers.</p> <p>Apostrophe used for possession of plurals.</p> <p>Use a range of sentence forms accurately, ie statement, question, exclamation and command.</p>	<p>Use a wider range of time conjunctions to start sentences.</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>To be able to use subordinating conjunctions to show time and place.</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Demarcates speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p>	<p>Use a colon in a list.</p> <p>Use a wider range of time conjunctions to start sentences:</p> <p>Use of adverbs to add detail including to open a sentence.</p> <p>Use an ellipsis to create suspense.</p> <p>Begin to use commas to follow a fronted adverbial or prepositional fronted clause.</p>
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Year 4						
Length of Unit	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)
Genres Covered:	Fantasy Magical	Fantasy Literature	Fiction with a sense of family, friendship and finding your place in the world.	Fiction with a sense of self-expression.	Fantasy Ghost story	Young adult fiction
Writing Outcomes:	A fact file, written dialogue, a monologue, a formal persuasive letter , a diary entry, a description of a sea dragon and a first-person narrative Cold & Hot Write: A description of a sea dragon.	Mind maps, a thought bubble, a diary entry , a letter home, writing in the style of the story , a monologue, a haiku and a travel guide to Narnia	A diary entry, a new chapter in the style of the author, a comparative description, an interview , a speech , a letter, a top five list, a written analysis, a character discussion Cold & Hot Write: A speech	A narrative setting description, an internal monologue with a choice of character, predictions, an internal monologue as Phileas and a formal letter	Internal monologues, poems, non-fiction fact cards , free writing, narratives and a multimodal story	Free writing, a diary entry, a fact sheet or poster, Edward's reflections , an internal monologue, a poem , and a new chapter for the story Cold & Hot Write: A poem
Writing Milestones:	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use alliteration effectively. • Use similes effectively. 	<ul style="list-style-type: none"> • Plan, write, edit and improve □ Organise paragraphs around a theme. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: 	<ul style="list-style-type: none"> • Use techniques used by authors to create characters and settings. • Create characters, settings and plots. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark 	<ul style="list-style-type: none"> • Use alliteration effectively. • Use similes effectively. • Plan, write, edit and improve



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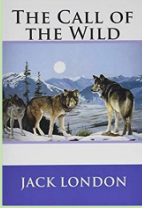

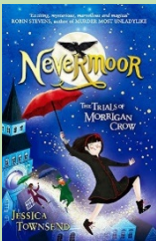
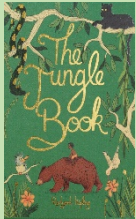
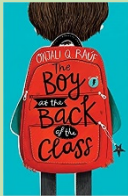



	<ul style="list-style-type: none"> • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Create characters, settings and plots. 	<ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. • Use techniques used by authors to create characters and settings. 	<ul style="list-style-type: none"> • Use a range of descriptive phrases including some collective nouns. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	relationships of time and cause.	<ul style="list-style-type: none"> • Use alliteration effectively. • Use similes effectively.
GPS Outcomes:	<p>To understand how paragraphs are used to order and build up ideas.</p> <p>To be able to identify how a range of punctuation is used by writers to achieve effect</p> <p>Makes choices about how to open a sentence for effect, ie fronted adverbials etc.</p> <p>Uses a range of subordinate conjunctions.</p> <p>Use a range of punctuation accurately including: Demarcates speech – using a comma after the reporting clause;</p>	<p>Use an extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Makes choices about how to open a sentence for effect, ie fronted adverbials etc.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns</p>	<p>Use paragraphing to order and build up ideas</p> <p>Use a range of sentence openers and make informed choices on which opener to use for effect.</p> <p>Uses a range of subordinate conjunctions.</p> <p>Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p>	<p>Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Adverbial phrases are used with increased accuracy, using correct punctuation.</p> <p>Formal and informal language choices are made where appropriate.</p> <p>Use commas to follow prepositional fronted clause</p>	<p>Determiners.</p> <p>Use an extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Begins to use conversational dialogue for characterisation and behaviours and begin to use dialogue to develop the plot.</p> <p>Demarcate speech – using a comma after the reporting clause; end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Use a varied and rich vocabulary and an increasing range of sentence structures.</p>



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	<p>end punctuation with inverted commas, use adverbs for emphasis.</p> <p>Uses commas to follow a fronted adverbial or prepositional fronted clause.</p> <p>Recognises how punctuation changes the meaning of sentences.</p>	<p>appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use fronted adverbials with accurate punctuation.</p>	<p>Use commas to follow a fronted adverbial or prepositional fronted clause.</p> <p>Beginning to use conjunctions to make comparisons.</p> <p>Modifies adjectives for emphasis.</p> <p>Uses a range of powerful verbs.</p>	<p>Beginning to use conjunctions to make comparisons.</p> <p>Modifies adjectives for emphasis.</p> <p>Uses a range of subordinate conjunctions.</p> <p>Indicating possession by using apostrophes.</p>	<p>Noun phrases expanded by addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Use commas after fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns</p>	<p>Organise paragraphs around a theme.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Begin to use a range of devices to build cohesion across a sustained piece of writing.</p>
Year 5						
Length of Unit	7 weeks (35 sessions)	7 weeks (35 sessions)	7 weeks (35 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)
Genres Covered:	Adventure Fiction	Fantasy	Fantasy	Fable	Fiction with a sense of friendship, kindness and adventure.	Science Fiction
Writing Outcomes:	Reasoning and evidence, a fight scene, non-fiction	A descriptive paragraph,	Free writing, a diary entry , an advert, a	A personal narrative , a description of a	A piece of persuasive writing , free writing,	An internal monologue, writing



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	<p>writing and a presentation on dog sled teams, dialect, a narrative poem a monologue and a story</p> <p>Cold & Hot Write: A non-fiction piece.</p>	<p>monologues, writing in the style of the story, dialogue, a note and a labelled diagram of a magical creature</p>	<p>newspaper report and a magical adventure story</p> <p>Cold & Hot Write: A magical adventure story</p>	<p>painting, a diary entry, formal instructions, a monologue and a story</p>	<p>a letter to the Prime Minister, the next part of the story, a news broadcast, a speech and a news feature</p>	<p>in the style of the author, free writing using language prompts, a soliloquy, evaluations and redrafts</p> <p>Cold & Hot Write: A soliloquy</p>
Writing Milestones:	<ul style="list-style-type: none"> • Note, develop and research ideas. • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. 	<ul style="list-style-type: none"> • Interweave descriptions of characters, settings and atmosphere with dialogue. • Choose the appropriate form of writing using the main features identified in reading. 	<ul style="list-style-type: none"> • Plan, draft, write, edit and improve. • Create vivid images by using alliteration, similes, metaphors and personification. • Ensure correct use of tenses throughout a piece of writing. 	<ul style="list-style-type: none"> • Plan, draft, write, edit and improve. □ Write paragraphs that give the reader a sense of clarity. □ Write paragraphs that make sense if read alone. □ Write cohesively at length. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Guide the reader by using a range of organisational devices, including a range of connectives. 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.
GPS Outcomes:	Beginning to use a wide range of devices to build cohesion. Use a range of time conjunctions, adverbials for place, time	To use brackets for extra information. Colon used to introduce a list.	Use varied sentence structures to create effect.	To use a wide range of devices to build cohesion across a sustained piece of writing.	Accurate use of simple, complex and compound sentences are used securely to create effect.	Use a wide range of devices to build cohesion across a sustained piece of writing.



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	<p>and number, pronouns/nouns.</p> <p>Tense changes are appropriate and accurate.</p> <p>Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool.</p> <p>Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.</p> <p>Beginning to use relative clause. Beginning to use brackets, dashes or commas to indicate parenthesis.</p> <p>Beginning to use commas to clarify meaning or avoid ambiguity</p>	<p>Develop consistency in the subject/ verb agreement.</p> <p>Develop the use of relative clauses with who, which, where, when, whose and that.</p> <p>Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool.</p> <p>Use of adverbial phrases is consistent.</p> <p>Use a range of subordinating and coordinating conjunctions.</p> <p>Use of metaphors for effect. Securing the use of prefixes and suffixes.</p>	<p>Use of metaphors for effect.</p> <p>Developing use of brackets, dashes or commas to indicate parenthesis. Investigate word order in sentences and the effect it has on sentences.</p> <p>Accurate use of homophones.</p> <p>Consistency in dialogue to give information on characters.</p> <p>Speech demarcation is accurate.</p> <p>To use personification, similes and metaphors to add well-chosen details</p>	<p>Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns with consistency.</p> <p>Tense changes are appropriate and accurate.</p> <p>Simple, complex and compound sentences are used securely to create effect.</p> <p>Accurate use of ellipses and dashes.</p> <p>Consistency in standard English e.g verb inflections instead of local form</p> <p>Cohesion between paragraphs inc linking closing paragraph to opening paragraph. Hybrid texts are used.</p>	<p>Using organisational and presentational devices to structure text and to guide the reader.</p> <p>Using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause Using hyphens to avoid ambiguity</p> <p>Accurate use of ellipsis Use semicolons, colons or dashes to mark boundaries between independent clauses.</p>	<p>Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns. Tense changes are appropriate and accurate.</p> <p>Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.</p> <p>Use relative clauses with who, which, where, when, whose and that.</p> <p>Use brackets, dashes and commas to indicate parenthesis.</p> <p>Use commas and hyphens to clarify meaning or avoid ambiguity.</p>
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Year 6						
Length of Unit	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	6 weeks (30 sessions)	7 weeks (35 sessions)
Genres Covered:	Children's fantasy novel, magic realism, fiction.	Fantasy Adventure	Graphic novel	Young adult literature: coming of age.	Tragedy	Young adult Science Fiction and Fantasy Fantasy and Horror
Writing Outcomes:	Internal monologues, a personal narrative, a continuation of the story , diary entries, free writing and a formal piece of non-fiction Cold & Hot Write: A continuation of the story	An informational text, a letter or advice sheet , a persuasive text , writing in the style of the story, a monologue, extended narratives	A farewell letter , a series of journal entries, an extended narrative and a letter from the father to his family Cold & Hot Write: A farewell letter	Personal narratives, diary entries, writing in the style of the story , an apology letter, a string of emails and texts, and writing from a particular perspective+	Story opening , internal monologues, heath descriptions, soliloquies , a persuasive speech , defence or prosecution statements, and a closing statement	An internal monologue, a letter, a description, writing in role as a character , a leaflet, an advice sheet, instructions , and the next part of the story in the style of the author Cold & Hot Write: Instructions
Writing Milestones:	<ul style="list-style-type: none"> Choose the appropriate form of writing using the main features identified in reading. Guide the reader by using a range of organisational 	<ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. 	<ul style="list-style-type: none"> Write sentences that include: <ul style="list-style-type: none"> relative clauses modal verbs relative pronouns brackets parenthesis 	<ul style="list-style-type: none"> Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. 	<ul style="list-style-type: none"> Create vivid images by using alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings 	<ul style="list-style-type: none"> Choose the appropriate form of writing using the main features identified in reading. Interweave descriptions of



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	<p>devices, including a range of connectives.</p> <ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. 	<ul style="list-style-type: none"> • Note, develop and research ideas. □ Write paragraphs that give the reader a sense of clarity. 	<ul style="list-style-type: none"> • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points. • Ensure correct use of tenses throughout a piece of writing. 	<ul style="list-style-type: none"> • Plan, draft, write, edit and improve. 	<p>and atmosphere with dialogue.</p> <ul style="list-style-type: none"> • Choose effective grammar and punctuation. 	<p>characters, settings and atmosphere with dialogue.</p> <ul style="list-style-type: none"> □ Write paragraphs that give the reader a sense of clarity. □ Write paragraphs that make sense if read alone. □ Write cohesively at length.
<p>GPS Outcomes:</p>	<p>Purposeful use of a variety of sentence structures including relative clauses, main clause and subordinate clauses.</p> <p>Recognise the subject, verb and object.</p> <p>Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>Creating atmosphere, and integrating dialogue to convey character and advance action and engage audience in writing.</p>	<p>Rhetorical questions are used to engage reader.</p> <p>Use conditional and modal verbs.</p> <p>Highlight the use of relative pronouns.</p> <p>Recognise determiners.</p> <p>Recognise possessive pronoun.</p> <p>Recognise the coordinating and subordinating conjunctions.</p>	<p>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semicolons, dashes, colons and hyphens.</p> <p>Highlight the use of prepositions.</p> <p>Recognise how commas can change the meaning within a sentence.</p>	<p>Using passive and modal verbs mostly appropriately.</p> <p>Recognise the present perfect, past progressive.</p> <p>Recognise the active and passive voice.</p> <p>Recognise noun and verb phrases.</p> <p>Write contractions has not –hasn't.</p> <p>Using adverbs, preposition phrases and expanded noun phrases effectively</p>	<p>Selecting verb forms for meaning and effect.</p> <p>Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semicolons, dashes, colons and hyphens.</p> <p>Highlight the use of prepositions.</p> <p>Using the full range of punctuation</p>	<p>Parenthesis is used for asides as well as to add additional information, both in fiction and Nonfiction. Or – explain technical words.</p> <p>Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>



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	Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Recognise the subjunctive form. Recognise the difference between subordinating conjunction and preposition. Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	Spelling most words correctly (Year 5 and 6.) Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. Use of stylistic devices is clear: simile, metaphor, personification and alliteration.	to add detail, qualification and precision. Spelling most words correctly (Year 5 and 6.) Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	taught at KS2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly. Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs. Spelling most words correctly (Year 5 and 6). Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	
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