



	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Year 3	VELVETER RASSIT A Major Miller & bymail at 9 Miller Adam	Ted Hughes the Iron	Poppins	The Bear and the P13 No	OSCAR WILDE STORIES FOR FILLDEN	ZOO
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:	 Use techniques used by authors to create characters and settings. Use the main features of a type of writing (identified in reading). 	 Use organisational devices such as headings and sub headings. Organise 	Use a range of descriptive phrases including some collective nouns. Use a mixture of simple, compound	 Use the main features of a type of writing (identified in reading). Create characters, settings and plots. 	Use a range of descriptive phrases including some collective nouns. Create characters, settings and plots.	Organise paragraphs around a theme. Sequence paragraphs.





	Create characters, settings	paragraphs around a	and complex	Use alliteration		
	and plots.	theme.	sentences.	effectively.		
	Plan, write, edit and	Sequence	Write sentences	Use similes		
	improve	paragraphs.	that include:	effectively.		
			 conjunctions 			
			• adverbs			
			 direct speech, 			
			punctuated correctly			
			• clauses			
			 adverbial phrases. 			
GPS	Beginning to use a wider	Present perfect form	Use conjunctions,	Distinguish between	Consistent accurate	Accurately
Outcomes:	range of time conjunctions	of verbs instead of	adverbs and	word families and	use of first and third	demarcates speech -
	to start sentences.	simple past.	prepositions to	understand the	person.	using a comma after
			express, time, cause	purpose of each in a		the reporting clause;
	Beginning to open	Use conjunctions,	and place.	sentence.	Apostrophes for	end punctuation
	sentences using simple	adverbs and			contractions and	with inverted
	prepositional clauses,	prepositions to	Apostrophe used for	Use paragraphs to	plural possessions	commas, use
		express, time, cause	possession of plurals.	group related	used increasingly	adverbs for
	Beginning to open	and place.		material	accurately.	emphasis.
	sentences using simple		Begin to use semi			
	adjectival clauses.	Organise paragraphs	colon to separate	Using organisational	Use conjunctions,	
		around a theme.	clauses.	and presentational	adverbs and	Use conjunctions,
	Inverted commas are used			devices to structure	prepositions to	adverbs and
	to punctuate direct speech.	Use subheadings	Use a colon in a list.	text and to guide the	express, time, cause	prepositions to
	Uses varied sentence			reader.	and place.	express, time, cause
	openers.	'A' or 'an' is used	Use a wider range of			and place.
		correctly.	time conjunctions to	Sophisticated use of	Begin to use semi	
	Uses an increasing range of		start sentences:	conjunctions,	colon to separate	Apostrophe used for
	subordinating conjunctions.	To use impersonal	Use of adverbs to add	adverbs and	clauses.	possession of plurals.
		language where	detail including to	compound		Begin to use semi
	Use of adverbs to add	appropriate.	open a sentence.	prepositions.		colon to separate
	detail.					clauses.





	Beginning to use a	To be able to use		Use a wider range of	
Uses! and? accurately.	wider range of time	subordinating	Developing	time conjunctions to	Use a colon in a list.
oses . una . decaratery.	conjunctions to start	conjunctions to show	consistent accurate	start sentences.	OSC a colon in a list.
Use speech marks	sentences:	time and place.	use of first and third	Start Scritciness	Use a wider range of
accurately.	sentences.	time and place.	person.	Use of adverbs to	time conjunctions to
accurately.	Use of adverbs to	Han the museum	person.		start sentences:
Danimaina ta con a constant		Use the present	Hasa waniad asutanas	add detail including	start sentences:
Beginning to use commas to	add detail including	perfect form of verbs	Uses varied sentence	to open a sentence.	
mark relative clauses.	to open a sentence.	in contrast to the	openers.		Use of adverbs to
		past tense.		To be able to use	add detail including
Use some literary devices	To be able to use			subordinating	to open a sentence.
for effect e.g similes,	subordinating	Demarcates speech –	Apostrophe used for	conjunctions to show	
alliteration	conjunctions to show	using a comma after	possession of plurals.	time and place.	Use an ellipsis to
	time and place.	the reporting clause;			create suspense.
		end punctuation	Use a range of	Use the present	
	Use a range of	with inverted	sentence forms	perfect form of	Begin to use commas
	sentence forms	commas, use	accurately, ie	verbs in contrast to	to follow a fronted
	accurately, ie	adverbs for	statement, question,	the past tense	adverbial or
	statement, question,	emphasis.	exclamation and	•	prepositional fronted
	exclamation and	•	command.	Demarcates speech –	clause.
	command			using a comma after	
				the reporting clause;	
				end punctuation with	
				inverted commas,	
				use adverbs for	
				emphasis.	





Year 4	CRESSIDA COWELL HOW TO TRAIN YOUR DRAGON	The Lion, the Witch and the Wardrobe C.S. LEWS The Chromode of Naria	THE DAY I WAS FER ASE DAY I WAS FER AS FER ASE DAY I WAS FER ASE D	Phileas's fortune a story about self-expression	THE OLVES	D.CAMILLO MARCHANI EDWARD IURANI
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	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 speech			Cold & Hot Write: A poem
Writing Milestones:	 Use organisational devices such as headings and sub headings. Use alliteration effectively. Use similes effectively. 	 Plan, write, edit and improve Organise paragraphs around a theme. 	 Use a mixture of simple, compound and complex sentences. Write sentences that include: 	 Use techniques used by authors to create characters and settings. Create characters, settings and plots. 	 Use organisational devices such as headings and sub headings. Use the perfect form of verbs to mark 	 Use alliteration effectively. Use similes effectively. Plan, write, edit and improve





	Use a range of descriptive	Create characters,	• conjunctions	Use a range of	relationships of time	Use alliteration
	phrases including some	settings and plots.	• adverbs	descriptive phrases	and cause.	effectively.
	collective nouns.		 direct speech, 	including some		Use similes
			punctuated correctly	collective nouns.		effectively.
			• clauses	 Use connectives 		
			 adverbial phrases. 	that signal time, shift		
			Use techniques	attention, inject		
			used by authors to	suspense and shift		
			create characters and	the setting.		
			settings.			
GPS	To understand how	Use an extending	Use paragraphing to	Demarcate speech –	Determiners.	Begins to use
Outcomes:	paragraphs are used to	range of sentences	order and build up	using a comma after		conversational
	order and build up ideas.	with more than one	ideas	the reporting clause;	Use an extending	dialogue for
		clause by using a		end punctuation with	range of sentences	characterisation and
	To be able to identify how	wider range of	Use a range of	inverted commas,	with more than one	behaviours and
	a range of punctuation is	conjunctions,	sentence openers	use adverbs for	clause by using a	begin to use
	used by writers to	including when, if,	and make informed	emphasis.	wider range of	dialogue to develop
	achieve effect	because, although.	choices on which		conjunctions,	the plot.
			opener to use for	Adverbial phrases	including when, if,	Demarcate speech –
	Makes choices about how	Makes choices	effect.	are used with	because, although.	using a comma after
	to open a sentence for	about how to open a		increased accuracy,		the reporting clause;
	effect, ie fronted	sentence for effect,	Uses a range of	using correct	Using the present	end punctuation
	adverbials etc.	ie fronted adverbials	subordinate	punctuation.	perfect form of	with inverted
		etc.	conjunctions.		verbs in contrast to	commas, use
	Uses a range of		Demarcate speech –	Formal and informal	the past tense	adverbs for
	subordinate conjunctions.	Use the present	using a comma after	language choices are	choosing nouns or	emphasis.
		perfect form of verbs	the reporting clause;	made where	pronouns	
	Use a range of	in contrast to the	end punctuation with	appropriate.	appropriately for	Use a varied and rich
	punctuation accurately	past tense.	inverted commas,		clarity and cohesion	vocabulary and an
	including: Demarcates		use adverbs for	Use commas to	and to avoid	increasing range of
	speech – using a comma	Choose nouns or	emphasis.	follow prepositional	repetition.	sentence structures.
	after the reporting clause;	pronouns		fronted clause		





	end punctuation with inverted commas, use adverbs for emphasis. Uses commas to follow a fronted adverbial or prepositional fronted clause. Recognises how punctuation changes the meaning of sentences.	appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials with accurate punctuation.	Use commas to follow a fronted adverbial or prepositional fronted clause. Beginning to use conjunctions to make comparisons. Modifies adjectives for emphasis. Uses a range of powerful verbs.	Beginning to use conjunctions to make comparisons. Modifies adjectives for emphasis. Uses a range of subordinate conjunctions. Indicating possession by using apostrophes.	Noun phrases expanded by addition of modifying adjectives, nouns and prepositional phrases. Use commas after fronted adverbials. Indicating possession by using the possessive apostrophe with	Organise paragraphs around a theme. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Begin to use a range of devices to build cohesion across a sustained piece of writing.
Year 5	THE CALL OF THE WILD	HPTOTANS BOTO ENCOR WIZATAS ONCE	NGARMOR Introduction Introdu	The Book	plural nouns Royo Rack Cross	Reading Writing Short Stories: Space RAY BRADBURY Year 5
Length of Unit Genres Covered:	7 weeks (35 sessions) Adventure Fiction	7 weeks (35 sessions) Fantasy	7 weeks (35 sessions) Fantasy	6 weeks (30 sessions) Fable	6 weeks (30 sessions) Fiction with a sense of friendship, kindness and adventure.	6 weeks (30 sessions) 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





	writing and a presentation on dog sled teams, dialect, a narrative poem a monologue and a story Cold & Hot Write: A non-fiction piece.	monologues, writing in the style of the story, dialogue, a note and a labelled diagram of a magical creature	newspaper report and a magical adventure story Cold & Hot Write: A magical adventure story	painting, a diary entry, formal instructions, a monologue and a story	a letter to the Prime Minister, the next part of the story, a news broadcast, a speech and a news feature	in the style of the author, free writing using language prompts, a soliloquy, evaluations and redrafts Cold & Hot Write: A soliloquy
Writing Milestones:	 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. 	Interweave descriptions of characters, settings and atmosphere with dialogue. Choose the appropriate form of writing using the main features identified in reading.	 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. 	 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. 	 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. 	Write sentences that include: 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.





and	number,	
pro	nouns/noun	s.

Tense changes are appropriate and accurate.

Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool.

Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.

Beginning to use relative clause. Beginning to use brackets, dashes or commas to indicate parenthesis.

Beginning to use commas to clarify meaning or avoid ambiguity

Develop consistency in the subject/ verb agreement.
Develop the use of relative clauses with who, which, where, when, whose and that.

Uses conversational dialogue for characterisation and behaviours; dialogue specifically used as a plot development tool.

Use of adverbial phrases is consistent.

Use a range of subordinating and coordinating conjunctions.

Use of metaphors for effect. Securing the use of prefixes and suffixes.

Use of metaphors for effect.

Developing use of brackets, dashes or commas to indicate parenthesis. Investigate word order in sentences and the effect it has on sentences.

Accurate use of homophones.

Consistency in dialogue to give information on characters.

Speech demarcation is accurate.

To use personification, similes and metaphors to add well-chosen details

Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns with consistency.

Tense changes are appropriate and accurate.

Simple, complex and compound sentences are used securely to create effect.

Accurate use of ellipses and dashes.

Consistency in standard English e.g verb inflections instead of local form

Cohesion between paragraphs inc linking closing paragraph to opening paragraph. Hybrid texts are used.

Using organisational and presentational devices to structure text and to guide the reader.

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

Accurate use of ellipsis Use semicolons, colons or dashes to mark boundaries between independent clauses.

Use a range of time conjunctions, adverbials for place, time and number, pronouns/nouns.
Tense changes are appropriate and accurate.

Vocabulary is appropriately used for clarity, emphasis, technical accuracy and to engage the reader.

Use relative clauses with who, which, where, when, whose and that.

Use brackets, dashes and commas to indicate parenthesis.

Use commas and hyphens to clarify meaning or avoid ambiguity.





Year 6	David Almond SKELLIG	PIERS TORDAY JOST MAGICIAN ANTHRONO ANTHRON ANTHRO ANTRE ANTRE	ARRIVAL SMAILE CAN	Ta Fakaer	MACBETH Walter Band of Table	TOMS NOWIGH CHINE CHINE 11-10- Fage TOMS
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 nonfiction 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:	 Choose the appropriate form of writing using the main features identified in reading. Guide the reader by using a range of organisational 	 Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. 	 Write sentences that include: relative clauses modal verbs relative pronouns brackets parenthesis 	 Identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading. 	 Create vivid images by using alliteration, similes, metaphors and personification. Interweave descriptions of characters, settings 	Choose the appropriate form of writing using the main features identified in reading. Interweave descriptions of





	devices, including a range of connectives. • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification.	 Note, develop and research ideas. Write paragraphs that give the reader a sense of clarity. 	 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. 	• Plan, draft, write, edit and improve.	and atmosphere with dialogue. • Choose effective grammar and punctuation.	characters, settings and atmosphere with dialogue. • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.
GPS Outcomes:	Purposeful use of a variety of sentence structures	Rhetorical questions are used to engage	Using inverted commas, commas for	Using passive and modal verbs mostly	Selecting verb forms for meaning and	Parenthesis is used for asides as well as
Outcomes:	including relative clauses,	reader.	clarity, and	appropriately.	effect.	to add additional
	main clause and	reauer.	punctuation for	арргорпасету.	errect.	information, both in
	subordinate clauses.	Use conditional and	parenthesis mostly	Recognise the	Using inverted	fiction and
		modal verbs.	correctly, and	present perfect, past	commas, commas for	Nonfiction. Or –
	Recognise the subject, verb	Highlight the use of	making some correct	progressive.	clarity, and	explain technical
	and object.	relative pronouns.	use of semicolons,		punctuation for	words.
			dashes, colons and	Recognise the active	parenthesis mostly	
	Using a range of cohesive	Recognise	hyphens.	and passive voice.	correctly, and	Spelling most words
	devices, including	determiners.		Recognise noun and	making some correct	correctly (Year 5 and
	adverbials, within and		Highlight the use of	verb phrases.	use of semicolons,	6). Maintaining
	across sentences and	Recognise	prepositions.	Muito combroation	dashes, colons and	legibility, fluency and
	paragraphs.	possessive	Posogniso how	Write contractions has not –hasn't.	hyphens.	speed in handwriting through choosing
	Creating atmosphere, and	pronoun.	Recognise how commas can	nas not –nasn t.	Highlight the use of	whether or not to
	integrating dialogue to	Recognise the	change the	Using adverbs,	prepositions.	join specific letters.
	convey character and	coordinating and	meaning within a	preposition phrases	pi epositions.	,
	advance action and engage	subordinating	sentence.	and expanded noun	Using the full range	
	audience in writing.	conjunctions.		phrases effectively	of punctuation	





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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