



# The Kite Primary Federation

## Writing Curriculum



# Pathways to Write



# Contents:

- Unit overview Cycle 1 2023 / 2024
- Unit overview Cycle 2 2024 / 2025
  
- Year 1 / 2 unit coverage overview cycle 1 – autumn, spring, summer
- Year 3 / 4 unit coverage overview cycle 1 – autumn, spring, summer
- Year 5 / 6 unit coverage overview cycle 1 – autumn, spring, summer
  
- Year 1 / 2 unit coverage overview cycle 2 – autumn, spring, summer
- Year 3 / 4 unit coverage overview cycle 2 – autumn, spring, summer
- Year 5 / 6 unit coverage overview cycle 2 – autumn, spring, summer



## Unit Overview: Cycle 1 2023 / 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 &amp; 2</b>	<b>Meesha Makes Friends by Tom Percival</b>  <b>Outcome</b> Recount: write a diary entry in first person	<b>Katie in London by James Mayhew</b>  <b>Outcome</b> Non-fiction: write a non-chronological report	<b>Grandpa's Gift by Fiona Lumbers</b>  <b>Outcome</b> Fiction: write a story about a character	<b>Beegu by Alexis Deacon</b>  <b>Outcome</b> Fiction: write own version of the story	<b>Somebody Swallowed Stanley by Sarah Roberts</b>  <b>Outcome</b> Non-fiction: write information about sea animals	<b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b>  <b>Outcome</b> Non-fiction: write a report about bears
	<b>Coming to England by Floella Benjamin</b>  <b>Outcome</b> Recount: write a letter in role recounting events of the story	<b>Winter's Child by Graham Baker-Smith, Ice Palace by Robert Swindells</b>  <b>Outcome</b> Fiction: write a fantasy story based on a fable	<b>Stone Age Boy by Satoshi Kitamura</b>  <b>Outcome</b> Fiction: write a story set in the Stone Age	<b>Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo</b>  <b>Outcome</b> Persuasion: write an informative article	<b>Amazing Rivers by Julie Vosburgh Agnone</b>  <b>Outcome</b> Persuasion: information board to persuade people to take care of rivers	<b>Zeraffa Giraffa by Dianne Hofmeyr</b>  <b>Outcome</b> Persuasion: write a leaflet
<b>Set 2 Years 5 &amp; 6</b>	<b>Young, Gifted and Black by Jamia Wilson, Race to the Frozen North by Catherine Johnson</b>  <b>Outcome</b> Recount: write a series of diary entries	<b>Beowulf by Michael Morpurgo</b>  <b>Outcome</b> Fiction: write a further adventure	<b>Kai and the Monkey King by Joe Todd-Stanton</b>  <b>Outcome</b> Fiction: write a myth	<b>The Darkest Dark by Chris Hadfield</b>  <b>Outcome</b> Recount: write a biography	<b>The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin</b>  <b>Outcome</b> Persuasion/information: write an information leaflet	<b>Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou</b>  <b>Outcome</b> Non-fiction: write an information text for a gallery



## Unit Overview: Cycle 2 2024 / 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 &amp; 2</b>	<p><b>Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald</b></p> <p><b>Outcome</b> Fiction: write a story with a focus on characters</p>	<p><b>The Great Fire of London by Emma Adams</b></p> <p><b>Outcome</b> Non-fiction: write a fact sheet</p>	<p><b>The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey</b></p> <p><b>Outcome</b> Fiction: write a story with an adventure focus</p>	<p><b>Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton</b></p> <p><b>Outcome</b> Recount: write a diary entry</p>	<p><b>Tidy by Emily Gravett</b></p> <p><b>Outcome</b> Persuasion: write a letter in role</p>	<p><b>Grandad's Secret Giant by David Litchfield</b></p> <p><b>Outcome</b> Fiction: write a story with a moral focus</p>
<b>Years 3 &amp; 4</b>	<p><b>Gorilla by Anthony Browne</b></p> <p><b>Outcome</b> Fiction: write a fantasy story</p>	<p><b>Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)</b></p> <p><b>Outcome</b> Recount: write a diary</p>	<p><b>Escape from Pompeii by Christina Balit</b></p> <p><b>Outcome</b> Fiction: write a historical narrative</p>	<p><b>Wisp: A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International</b></p> <p><b>Outcome</b> Fiction: write a narrative from the character's point of view</p>	<p><b>Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton</b></p> <p><b>Outcome</b> Non-fiction: write an information board</p>	<p><b>A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)</b></p> <p><b>Outcome</b> Fiction: write a playscript for a part of the story</p>
<b>Years 5 &amp; 6</b>	<p><b>Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee</b></p> <p><b>Outcome</b> Fiction: write a story with a flashback</p>	<p><b>The Place for Me: Stories about the Windrush Generation by Black Cultural Archives</b></p> <p><b>Outcome</b> Non-fiction: write a hybrid leaflet</p>	<p><b>Shackleton's Journey by William Grill</b></p> <p><b>Outcome</b> Recount: write a journal entry from the expedition</p>	<p><b>The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann</b></p> <p><b>Outcome</b> Persuasion: write a letter to raise awareness</p>	<p><b>Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the World by Valentina Camerini</b></p> <p><b>Outcome</b> Persuasion: write a persuasive speech</p>	<p><b>Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister</b></p> <p><b>Outcome</b> Fiction: write a sonnet</p>



## Year 1 & Year 2 Overview: Cycle 1

### Autumn:

Autumn 1	Outcome	Greater Depth
<b>Text:</b> Meesha Makes Friends by Tom Percival	Recount: write a diary entry in first person	Include character feelings
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Combine words to make sentences	<b>Y1 Text</b>	<b>Y1 Punctuation</b> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'
<b>Y2 Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use punctuation correctly - full stops, capital letters

Autumn 2	Outcome	Greater Depth
<b>Text:</b> Katie in London by James Mayhew	Non-fiction: write a non-chronological report	Include a fun fact
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words using <i>and</i>	<b>Y1 Text</b> Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and places
<b>Y2 Sentence</b> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use commas to separate items in a list



## Year 1 & Year 2 Overview: Cycle 1

### Spring:

Spring 1	Outcome	Greater Depth
<b>Text:</b> Grandpa's Gift by Fiona Lumbers	Fiction: write a story about a character	Change both characters and the setting
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i>	<b>Y1 Text</b> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un-	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i> )	<b>Y2 Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Y2 Punctuation</b> Use punctuation correctly - exclamation marks, question marks

Spring 2	Outcome	Greater Depth
<b>Text:</b> Beegu by Alexis Deacon	Fiction: write own version of the story	Write the story in first person
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i>	<b>Y1 Text</b> Add suffixes to verbs where no change is needed to the root	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	<b>Y2 Text</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	<b>Y2 Punctuation</b> Use punctuation correctly - apostrophes for the possessive (singular)



## Year 1 & Year 2 Overview: Cycle 1

### Summer:

Summer 1	Outcome	Greater Depth
<b>Text:</b> Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck	Non-fiction: write information about sea animals	Include sections on how to protect them
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i>	<b>Y1 Text</b> Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	<b>Y2 Text</b> Write down ideas, key words, new vocabulary	<b>Y2 Punctuation</b> Use punctuation correctly – apostrophes for contracted forms

Summer 2	Outcome	Greater Depth
<b>Text:</b> Goldilocks and Just the One Bear by Leigh Hodgkinson	Fiction: write a traditional story with a new character	Change the character/setting
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i> Use simple description	<b>Y1 Text</b> Sequence sentences to form short narratives (link ideas or events by pronoun)	<b>Y1 Punctuation</b> Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify	<b>Y2 Text</b> Use present and past tenses correctly and consistently including the progressive form Add suffixes to spell longer words	<b>Y2 Punctuation</b>



## Year 3 & Year 4 Overview: Cycle 1

### Autumn:

Autumn 1	Outcome	Greater Depth
<b>Text:</b> Coming to England by Floella Benjamin	Recount: write a letter in role recounting events of the story	Include a response
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Use prepositions to express time, place and cause.	<b>Y3 Text</b> Group related ideas into paragraphs Build a varied and rich vocabulary	<b>Y3 Punctuation</b> Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap)
<b>Y4 Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Y4 Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	<b>Y4 Punctuation</b> Use commas after fronted adverbials Use inverted commas for direct speech (Y3 – introduction, Y4 - recap)

Autumn 2	Outcome	Greater Depth
<b>Text:</b> Winter's Child by Grahame Baker-Smith, Ice Palace by Robert Swindells	Fiction: write a fantasy story based on a fable	Write a narrative from a different point of view
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	<b>Y3 Text</b> In narratives, create settings, characters and plot	<b>Y3 Punctuation</b> Use inverted commas to punctuate direct speech
<b>Y4 Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English for verb inflections	<b>Y4 Text</b> Build a varied and rich vocabulary	<b>Y4 Punctuation</b> Use and punctuate direct speech





## Year 3 & Year 4 Overview: Cycle 1

### Spring:

Spring 1	Outcome	Greater Depth
<b>Text:</b> Stone Age Boy by Satoshi Kitamura	Fiction: write a story set in the Stone Age	Write from the point of view of a person from the Stone Age
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Y3 Text</b> Assess the effectiveness of own and others' writing Use headings and sub-headings to aid presentation	<b>Y3 Punctuation</b> <i>(Consolidate punctuation covered so far)</i>
<b>Y4 Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Build an increasing range of sentence structures	<b>Y4 Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Y4 Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive 's'

Spring 2	Outcome	Greater Depth
<b>Text:</b> Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo	Persuasion: write an informative article persuading for the protection of the blue whale	Include a fact file about other endangered sea creatures
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Form nouns with a range of prefixes	<b>Y3 Text</b> Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Y3 Punctuation</b> Use inverted commas to punctuate direct speech (using dialogue to show relationship between two characters)
<b>Y4 Sentence</b> Use Standard English for verb inflections	<b>Y4 Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Y4 Punctuation</b> Use and punctuate direct speech (using dialogue to show relationship between two characters)



## Year 3 & Year 4 Overview: Cycle 1

### Summer:

Summer 1	Outcome	Greater Depth
<b>Text:</b> Amazing Rivers by Julie Vosburgh Agnone	Persuasion: write an information board to persuade people to take care of rivers	Add an additional paragraph to the board to engage reader
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	<b>Y3 Text</b> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	<b>Y3 Punctuation</b> <i>(Consolidate punctuation covered so far)</i>
<b>Y4 Sentence</b>	<b>Y4 Text</b> Build a rich and varied vocabulary Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Y4 Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns.

Summer 2	Outcome	Greater Depth
<b>Text:</b> Zeraffa Giraffa by Dianne Hofmeyr	Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris	Include a section of a researched Paris landmark
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Build an increasing range of sentence structures	<b>Y3 Text</b> In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Y3 Punctuation</b> <i>(Consolidate punctuation covered so far)</i>
<b>Y4 Sentence</b> Build a varied and rich vocabulary and an increasing range of sentence structures	<b>Y4 Text</b> Use paragraphs to organise information and ideas around a theme Variety of verb forms used correctly and consistently	<b>Y4 Punctuation</b> The grammatical difference between plural and possessive 's'



## Year 5 & Year 6 Overview: Cycle 1

### Autumn:

Autumn 1	Outcome	Greater Depth
<b>Text:</b> Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	Recount: write a series of diary entries	Write a series of diary entries including her viewpoint on other characters
Sentence	Text	Punctuation
<b>Y5 Sentence</b>	<b>Y5 Text</b> Plan writing by identifying audience and purpose Organise paragraphs around a theme	<b>Y5 Punctuation</b> Commas after fronted adverbials (Y4 recap) Use commas to clarify meaning or avoid ambiguity in writing
<b>Y6 Sentence</b> Use passive verbs	<b>Y6 Text</b> Plan writing by identifying audience and purpose Link ideas across paragraphs using a wider range of cohesive devices (Y5 recap)	<b>Y6 Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing (Y5 recap) Use hyphens to avoid ambiguity

Autumn 2	Outcome	Greater Depth
	Fiction: write a traditional tale	Write a traditional tale from another character's point of view
<b>Text:</b> Beowulf by Michael Morpurgo	Fiction: write a further adventure	Invent their own monster and include motives and viewpoint
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use expanded noun phrases to convey complicated information concisely	<b>Y5 Text</b> Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	<b>Y5 Punctuation</b> Use of inverted commas and other punctuation to punctuate direct speech (Y4)
<b>Y6 Sentence</b> Use expanded noun phrases to convey complicated information concisely (Y5 recap)	<b>Y6 Text</b> Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	<b>Y6 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis



## Year 5 & Year 6 Overview: Cycle 1

### Spring:

Spring 1	Outcome	Greater Depth
<b>Text:</b> Kai and the Monkey King by Joe Todd-Stanton	Fiction: write a myth, creating characters and settings	Write from the character's viewpoint
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Y5 Text</b> Link ideas across paragraphs using adverbials	<b>Y5 Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing
<b>Y6 Sentence</b> Use passive verbs	<b>Y6 Text</b> Enhance meaning through selecting appropriate grammar and vocabulary Use a wider range of devices to build cohesion ( <i>adverbials and conjunctions</i> )	<b>Y6 Punctuation</b> Use semi-colons to mark boundaries between independent clauses

Spring 2	Outcome	Greater Depth
<b>Text:</b> The Darkest Dark by Chris Hadfield	Recount: write a biography	Write a first-person recount with an experience from the person's life within the biography
	Recount: write an autobiography	Include a first-person recount from another point of view
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	<b>Y5 Text</b> Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including the present perfect form	<b>Y5 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity in writing
<b>Y6 Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	<b>Y6 Text</b> Use a wider range of devices to build cohesion ( <i>synonyms</i> ) Variety of verb forms used correctly and consistently including the present perfect form	<b>Y6 Punctuation</b> Use colons or dashes to mark boundaries between independent clauses



## Year 5 & Year 6 Overview: Cycle 1

### Summer:

Summer 1	Outcome	Greater Depth
<b>Text:</b> The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin	Persuasion/information: write an information leaflet	Authorial choices on sections of text and layout
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use modal verbs to indicate degrees of possibility Enhance meaning through selecting appropriate grammar and vocabulary	<b>Y5 Text</b> Use devices to build cohesion within a paragraph Choose the appropriate register	<b>Y5 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis
<b>Y6 Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	<b>Y6 Text</b> Use a wider range of devices to build cohesion	<b>Y6 Punctuation</b> Punctuate bullet points consistently Use a colon to introduce a list and use of semi-colons within lists

Summer 2	Outcome	Greater Depth
<b>Text:</b> Radiant Child by Javaka Steptoe, Life Doesn't Frighten Me by Maya Angelou	Non-fiction: write an information text	To plan own structure and layout for an information text
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility	<b>Y5 Text</b> Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices	<b>Y5 Punctuation</b>
<b>Y6 Sentence</b> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	<b>Y6 Text</b> Choose the appropriate register	<b>Y6 Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses



## Year 1 & Year 2 Overview: Cycle 2

### Autumn:

Autumn 1	Outcome	Greater Depth
Text: Troll Swap by Leigh Hodgkinson, Trolls Go Home by Oliver Jeffers	Fiction: write a story with a focus on characters	Write a story about two independently invented contrasting characters who swap places
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Combine words to make sentences Begin to join words using <i>and</i>	<b>Y1 Text</b> Compose a sentence orally before writing it	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'
<b>Y2 Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use punctuation correctly - full stops, capital letters

Autumn 2	Outcome	Greater Depth
Text: The Great Fire of London by Emma Adams	Non-fiction: write a fact sheet	Greater choice in how to represent the information
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words using <i>and</i>	<b>Y1 Text</b> Use plural noun suffixes -s and -es	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop
<b>Y2 Sentence</b> Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use commas to separate items in a list



## Year 1 & Year 2 Overview: Cycle 2

### Spring:

Spring 1	Outcome	Greater Depth
Text: The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey	Fiction: write a story with an adventure focus	Write a story written in first person
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i>	<b>Y1 Text</b> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Read aloud clearly enough to be heard by their peers and the teacher	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i> )	<b>Y2 Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Y2 Punctuation</b> Use punctuation correctly - exclamation marks, question marks

  

Spring 2	Outcome	Greater Depth
Text: Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton	Recount: write a diary entry from point of view of a toy	Include the feelings of the other character
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i>	<b>Y1 Text</b> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Use present and past tenses correctly and consistently Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	<b>Y2 Text</b> Use the progressive form of verbs in the present and past tense	<b>Y2 Punctuation</b> Use punctuation correctly - apostrophes for the possessive (singular)



## Year 1 & Year 2 Overview: Cycle 2

### Summer:

Summer 1	Outcome	Greater Depth
<b>Text:</b> Tidy by Emily Gravett	Persuasion: write a letter in role	Write a persuasive letter in role as another animal, include inference
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i>	<b>Y1 Text</b> Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est Change the meaning of verbs and adjectives by adding prefix un-	<b>Y1 Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	<b>Y2 Text</b>	<b>Y2 Punctuation</b> Use punctuation correctly – apostrophes for contracted forms

Summer 2	Outcome	Greater Depth
<b>Text:</b> Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens	Fiction: retell an abridged and adapted version	Include other characters' thoughts and feelings
Sentence	Text	Punctuation
<b>Y1 Sentence</b> Join words and clauses using <i>and</i> Use simple description	<b>Y1 Text</b>	<b>Y1 Punctuation</b> Use a capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
<b>Y2 Sentence</b> Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words	<b>Y2 Text</b> Use present and past tenses correctly and consistently including the progressive form Make simple additions, revisions and corrections	<b>Y2 Punctuation</b>





## Year 3 & Year 4 Overview: Cycle 2

### Autumn:

Autumn 1	Outcome	Greater Depth
<b>Text:</b> Gorilla by Anthony Browne	Fiction: write a fantasy story	Retell the story from dad's viewpoint or include speech
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Write expanded noun phrases for description and specification (Y2) Use prepositions to express time, place and cause.	<b>Y3 Text</b> Group related ideas into paragraphs	<b>Y3 Punctuation</b> Use inverted commas to punctuate direct speech (Y3 – introduction, Y4 - recap)
<b>Y4 Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Y4 Text</b> Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Y4 Punctuation</b> Use commas after fronted adverbials Use inverted commas for direct speech (Y3 – introduction, Y4 - recap)

Autumn 2	Outcome	Greater Depth
<b>Text:</b> Leon and the Place Between by Angela McAllister, Oz the Great and Powerful (2013 film)	Recount: write a diary from Leon's point of view	Write from a different point of view
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Use conjunctions and adverbs to express, time, place and cause	<b>Y3 Text</b> In narratives, create settings, characters and plot Build a varied and rich vocabulary	<b>Y3 Punctuation</b> Use punctuation correctly - apostrophes for the possessive (singular)
<b>Y4 Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Use Standard English forms for verb inflections	<b>Y4 Text</b> Build a varied and rich vocabulary	<b>Y4 Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'



## Year 3 & Year 4 Overview: Cycle 2

### Spring:

Spring 1	Outcome	Greater Depth
<b>Text:</b> Escape from Pompeii by Christina Balit	Fiction: write a historical narrative from character's point of view	Write from the point of view of the captain
Sentence	Text	Punctuation
<b>Y3 Sentence</b>	<b>Y3 Text</b> Group related ideas into paragraphs Use present and past tenses correctly and consistently including the progressive and the present perfect forms	<b>Y3 Punctuation</b> Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)
<b>Y4 Sentence</b> Use Standard English forms for verb inflections	<b>Y4 Text</b> Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	<b>Y4 Punctuation</b> Use and punctuate direct speech (using dialogue to show relationship between characters)

Spring 2	Outcome	Greater Depth
<b>Text:</b> Wisp A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International	Fiction: write a narrative from the character's point of view	Include a diary entry
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Y3 Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Y3 Punctuation</b> Use inverted commas to punctuate direct speech
<b>Y4 Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Y4 Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Y4 Punctuation</b> Use and punctuate direct speech Use commas after fronted adverbials



## Year 3 & Year 4 Overview: Cycle 2

### Summer:

Summer 1	Outcome	Greater Depth
<b>Text:</b> Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton	Non-fiction: write an information board	Include a graphic and a voiceover
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Y3 Text</b> Group related ideas into paragraphs In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Build a varied and rich vocabulary	<b>Y3 Punctuation</b> Use punctuation correctly - apostrophes for the possessive (singular)
<b>Y4 Sentence</b> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	<b>Y4 Text</b> Build a varied and rich vocabulary Organise paragraphs around a theme (to organise and sequence more extended narrative structures)	<b>Y4 Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns Recognise the grammatical difference between plural and possessive 's'

Summer 2	Outcome	Greater Depth
<b>Text:</b> A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)	Fiction: write a playscript for a part of the story	Include omens and use weather to reflect the mood
Sentence	Text	Punctuation
<b>Y3 Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	<b>Y3 Text</b> Group related ideas into paragraphs Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Y3 Punctuation</b> <i>Consolidate punctuation covered so far</i>
<b>Y4 Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	<b>Y4 Text</b> Build a varied and rich vocabulary Organise paragraphs around a theme Use present and past tenses correctly and consistently including the progressive form and the present perfect form	<b>Y4 Punctuation</b> Recognise the grammatical difference between plural and possessive 's'



## Year 5 & Year 6 Overview: Cycle 2

### Autumn:

Autumn 1	Outcome	Greater Depth
Text: Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee	Fiction: write a story with a flashback	Write a narrative with a flashback including a section in recount genre e.g. diary, letter, eye-witness account
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use fronted adverbials (Y4) Use expanded noun phrases to convey complicated information concisely	<b>Y5 Text</b> Link ideas across paragraphs using adverbials Integrate dialogue to convey character and advance the action	<b>Y5 Punctuation</b> Commas after fronted adverbials (Y4)
<b>Y6 Sentence</b> Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	<b>Y6 Text</b> Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	<b>Y6 Punctuation</b> Punctuate bullet points consistently

Autumn 2	Outcome	Greater Depth
Text: The Place for Me: Stories about the Windrush Generation by Black Cultural Archives	Information/recount/explanation: write a hybrid leaflet	Write extra sections about other periods
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility	<b>Y5 Text</b> Plan writing by identifying audience and purpose	<b>Y5 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis
<b>Y6 Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility	<b>Y6 Text</b> Enhance meaning through selecting appropriate grammar and vocabulary	<b>Y6 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis



## Year 5 & Year 6 Overview: Cycle 2

### Spring:

Spring 1	Outcome	Greater Depth
<b>Text:</b> Shackleton's Journey by William Grill	Recount: write a journal entry from the expedition	Write a journal entry from another character's point of view
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Y5 Text</b> Choose the appropriate register Integrate dialogue to convey character and advance the action	<b>Y5 Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing
<b>Y6 Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	<b>Y6 Text</b> Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	<b>Y6 Punctuation</b> Use semi-colons to mark boundaries between independent clauses

Spring 2	Outcome	Greater Depth
<b>Text:</b> The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann	Persuasion: write a letter to raise awareness	Choose the form and the audience
Sentence	Text	Punctuation
<b>Y5 Sentence</b>	<b>Y5 Text</b> Link ideas across paragraphs using adverbials and tense choices Variety of verb forms used correctly and consistently including modal verbs and the present perfect form	<b>Y5 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis
<b>Y6 Sentence</b> Use passive verbs	<b>Y6 Text</b> Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently including the present perfect form	<b>Y6 Punctuation</b> Use colons or dashes to mark boundaries between independent clauses



## Year 5 & Year 6 Overview: Cycle 2

### Summer:

Summer 1	Outcome	Greater Depth
<b>Text:</b> Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet	Persuasion: write a persuasive speech	Write to a wider audience outside of the school community
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Y5 Text</b> Use devices to build cohesion within a paragraph	<b>Y5 Punctuation</b> Use brackets, dashes or commas to indicate parenthesis Use of the hyphen (to join a prefix to a root word)
<b>Y6 Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	<b>Y6 Text</b> Use a wider range of devices to build cohesion	<b>Y6 Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity

Summer 2	Outcome	Greater Depth
<b>Text:</b> Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister	Fiction: write a sonnet	Write a sonnet in role
Sentence	Text	Punctuation
<b>Y5 Sentence</b> Use adverbs to indicate degrees of possibility	<b>Y5 Text</b> Enhance meaning through selecting appropriate grammar and vocabulary Describe characters, settings and atmosphere	<b>Y5 Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing
<b>Y6 Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	<b>Y6 Text</b> Identify the audience and purpose for writing Choose the appropriate register	<b>Y6 Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses