



# The Kite Primary Federation

## Writing Curriculum



# Pathways to Write



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## Unit Overview: Cycle 1 2025 / 2026

	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 2026 / 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Years 1 &amp; 2</b>	<p><b>Troll Swap</b> by Leigh Hodgkinson, <b>Trolls Go Home</b> by Alan MacDonald</p> <p><b>Outcome</b> Fiction: write a story with a focus on characters</p>	<p><b>The Great Fire of London</b> by Emma Adams</p> <p><b>Outcome</b> Non-fiction: write a fact sheet</p>	<p><b>The Dragon Machine</b> by Helen Ward, <b>How to Train Your Dragon (2010 film)</b>, <b>The Dragonsitter</b> by Josh Lacey</p> <p><b>Outcome</b> Fiction: write a story with an adventure focus</p>	<p><b>Major Glad, Major Dizzy</b> by Jan Oke, <b>Naughty Amelia Jane</b> by Enid Blyton</p> <p><b>Outcome</b> Recount: write a diary entry</p>	<p><b>Tidy</b> by Emily Gravett</p> <p><b>Outcome</b> Persuasion: write a letter in role</p>	<p><b>Grandad's Secret Giant</b> by David Litchfield</p> <p><b>Outcome</b> Fiction: write a story with a moral focus</p>
<b>Years 3 &amp; 4</b>	<p><b>Gorilla</b> by Anthony Browne</p> <p><b>Outcome</b> Fiction: write a fantasy story</p>	<p><b>Leon and the Place Between</b> by Graham Baker-Smith, <b>Oz the Great and Powerful (2013 film)</b></p> <p><b>Outcome</b> Recount: write a diary</p>	<p><b>Escape from Pompeii</b> by Christina Balit</p> <p><b>Outcome</b> Fiction: write a historical narrative</p>	<p><b>Wisp: A Story of Hope</b> by Zana Fraillon, <b>Home</b> by Carson Ellis, <b>Dreams of Freedom</b> by Amnesty International</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</b> by Lara Hawthorne, <b>A Planet Full of Plastic</b> by Neal Layton</p> <p><b>Outcome</b> Non-fiction: write an information board</p>	<p><b>A Stage Full of Shakespeare Stories</b> by Angela McAllister (Julius Caesar)</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</b> by Jo Hoestlandt, <b>Erika's Story</b> by Ruth Vander Zee</p> <p><b>Outcome</b> Fiction: write a story with a flashback</p>	<p><b>The Place for Me: Stories about the Windrush Generation</b> by Black Cultural Archives</p> <p><b>Outcome</b> Non-fiction: write a hybrid leaflet</p>	<p><b>Shackleton's Journey</b> by William Grill</p> <p><b>Outcome</b> Recount: write a journal entry from the expedition</p>	<p><b>The Day War Came</b> by Nicola Davies, <b>Leaf</b> by Sandra Dieckmann</p> <p><b>Outcome</b> Persuasion: write a letter to raise awareness</p>	<p><b>Plastic Planet</b> by Georgia Amson-Bradshaw, <b>Greta's Story: The Schoolgirl Who Went on Strike to Save the World</b> by Valentina Camerini</p> <p><b>Outcome</b> Persuasion: write a persuasive speech</p>	<p><b>Poetry for Kids William Shakespeare</b> by Marguerite Tassi, <b>A Stage Full of Shakespeare Stories</b> by Angela McAllister</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
Text: 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
Y5 Sentence	Y5 Text Plan writing by identifying audience and purpose Organise paragraphs around a theme	Y5 Punctuation Commas after fronted adverbials (Y4 recap) Use commas to clarify meaning or avoid ambiguity in writing
Y6 Sentence Use passive verbs	Y6 Text Plan writing by identifying audience and purpose Link ideas across paragraphs using a wider range of cohesive devices (Y5 recap)	Y6 Punctuation 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
Text: Beowulf by Michael Morpurgo	Fiction: write a further adventure	Invent their own monster and include motives and viewpoint
Sentence	Text	Punctuation
Y5 Sentence Use expanded noun phrases to convey complicated information concisely	Y5 Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Y5 Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4)
Y6 Sentence Use expanded noun phrases to convey complicated information concisely (Y5 recap)	Y6 Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Y6 Punctuation Use brackets, dashes or commas to indicate parenthesis



## Year 5 & Year 6 Overview: Cycle 1

Spring 1	Spring: 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
<b>Text:</b> 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
<b>Text:</b> 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