

Yox Valley Partnership Writing Progression of Skills

This document details how writing is taught throughout Yox Valley Partnership from EYFS to Year 6. Using a text-based approach, learning is sequenced so that pupils become secure in applying the generic structural and language features within their writing across a range of text types alongside age-related grammar, spelling and punctuation skills.

EYFS: Nursery

In EYFS pupils develop their writing skills through a carefully curated sequence of vocabulary-rich texts. Pupils orally recite and describe events from stories and develop familiarity with patterns of language and expression. Pupils are exposed to multiple opportunities to mark make independently through choice in context with the provision of role-play within the classroom and in outdoor provision. In phonics sessions, pupils become increasingly familiar with initial phonics sounds, pattern and purposeful mark-making.

EYFS: Reception and Key Stage 1

Pupils are taught the skills of writing through a 'Talk 4 Writing' approach. Texts are specially selected to provide a blend of vocabulary-rich sentence structures, text-type features alongside imaginative opportunities. Pupils begin by internalising the key text engaging in a range of oracy activities to practise text type vocabulary, sentence structures and sequencing. Pupils are then guided through a teacher-modelled 'Imitation Phase'. This shared composition enables pupils to practise writing sequences of sentences and embed grammar skills. Pupils move on to the 'Innovation Phase' where they explore how to create their own composition before a final piece of writing is completed.

Additionally, in EYFS Reception Pupils are exposed to multiple opportunities to write independently through choice in context through the provision of role-play within the classroom. Writing provision is extended into the pupils designated outdoor area.

Key Stage 2 Overview

Pupils are taught the skills of writing through a combination 'Book Writes' and 'Literacy Shed' teaching sequences. Learning sequences use high-quality texts and begin with an exploration and analysis of the structural and language features of the text type. This is followed with an in-depth study of the example text through a process of teacher-modelled shared writing where pupils collaboratively practise text type vocabulary, grammar, language devices and sequencing. This shared composition enables pupils to practise writing and embed the generic features of the text type skills. Pupils apply their knowledge and skills to plan and draft an independent piece of writing which is proof-read and edited before the presentation of a final composition.

EYFS: Nursery

Cycle B core texts are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Wheels on the Bus (Stella Blackstone)	Goldilocks and the Three Bears (Axel Scheffler)	Brown Bear, Brown Bear (Eric Carle) Whatever Next? (Jill Murphy)	What the Ladybird Heard (Julia Donaldson) The Hungry Caterpillar (Eric Carle)	Handa's Surprise (Eileen Browne) The Ugly Five (Julia Donaldson)	Lost and Found (Oliver Jeffers) Walking Through the Jungle (Julie Lacome)

EYFS: Reception

Cycle B core texts are:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Wheels on the Bus (Stella Blackstone)	Goldilocks and the Three Bears (Axel Scheffler)	Brown Bear, Brown Bear (Eric Carle) Whatever Next? (Jill Murphy)	What the Ladybird Heard (Julia Donaldson) The Hungry Caterpillar (Eric Carle)	Handa's Surprise (Eileen Browne) The Ugly Five (Julia Donaldson)	Lost and Found (Oliver Jeffers) Walking Through the Jungle (Julie Lacome)

Year 1 Autumn 1 (Cycle B: Humankind)

	2 weeks	3 weeks	1 week
Writing Outcome	Third person narrative: The Sheep and the Goat	Information text (Instructions): How to make a Jam Sandwich	Poetry: Autumn Poem
Featured Text	The Sheep and the Goat (Pie Corbett)	The Giant Jam Sandwich (John Vernon Lord)	Autumn (Joshua Seigal)
Generic Features	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting 	<ul style="list-style-type: none"> image imperative verbs second person steps title (How to...) 	<ul style="list-style-type: none"> repetition rhyme rhythm

Year 1 Autumn 2 (Cycle B: Humankind)

	3 weeks	3 weeks	2 weeks
Writing Outcome	Third person narrative: The Smartest Giant in Town	Letter-writing: Thank you letters	Poetry: Rhythm of Life
Featured Text	The Smartest Giant in Town (Julia Donaldson)	The Smartest Giant in Town (Julia Donaldson)	Rhythm of Life (Michael Rosen)
Generic Features	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting 	<ul style="list-style-type: none"> capital letters at the start of names capital letter for the personal pronoun I date 'Dear...' second person 	<ul style="list-style-type: none"> repetition rhyme rhythm

Year 1 Autumn Term Outcomes

By the end of the Autumn Term, Year 1 pupils will be able to:

Word	Understand the use of a noun, so pupils can apply suffixes to a regular plural noun -s or -es [for example dogs, wishes] including the effects of these suffixes on the meaning of the noun.
Sentence	Groups words to make a sentence.
Transcription	Spell some CEW.
	Spell words containing each of the 40+ phonemes already taught – (all phase 3 securely applied).
	Writes in a legible form, from memory, simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.
Punctuation	Separate words with spaces.
	Use a capital letter for the personal pronoun I.
	Punctuate some sentences using a capital letter.
	Punctuate some sentences using a full stop.
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly.
	Form many lower-case letters in the correct direction, starting and finishing in the right place.
	Recognise and name all 26 capital letters by sight and can begin to form these correctly.
Composition	Compose a sentence orally before writing it.

Year 1 Spring 1 (Cycle B: Inventions)

	3 weeks	3 weeks
Writing Outcome	Third person narrative: The Invention	Explanation text: An Invention
Featured Text	The Story Machine (Tom McLaughlin)	The Most Magnificent Thing (Ashley Spires)
Generic Features	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting 	<ul style="list-style-type: none"> command sentence facts image main body title

Year 1 Spring 2 (Cycle B: Inventions)

	2 weeks	2 weeks	1 week
Writing Outcome	Third person narrative: Rosie Revere Engineer	Information text: My Invention	Poetry: I Opened a Book
Featured Text	Rosie Revere Engineer (Andrea Beaty)	Rosie Revere Engineer (Andrea Beaty)	I Opened a Book (Julia Donaldson)
Generic Features (Structure) Generic Features (Language)	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting 	<ul style="list-style-type: none"> image imperative verbs second person steps title (How to...) 	<ul style="list-style-type: none"> repetition rhyme rhythm

Year 1 Spring Term Outcomes

By the end of the Spring Term, Year 1 pupils will be able to:

Word	Use a verb, so pupils can apply suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).
Sentence	Joins words and clauses with 'and'.
Transcription	Spell most CEW.
	Spell words containing each of the 40+ phonemes already taught (all phase 3 and 4 applied securely and beginning to apply some from phase 5).
	Write, mostly accurately, from memory, simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.
Punctuation	Demonstrate some accurate uses of a question mark.
	Demonstrate some accurate uses of an exclamation mark.
Handwriting	Form all capital letters correctly.
	Sit letters on the line.
	Form the digits 0-9 correctly.
Composition	Sequence sentences to form short narratives.

Year 1 Summer 1 (Cycle B: Civilisations)

	3 weeks	2 weeks	1 week
Writing Outcome	Recount: Diary of My Day	Information Text (Instructions): How to Look After a Cat	Poetry: What is...?
Featured Text	One Day, So Many Ways (Laura Hall)	The Cat and the King (Nick Sharratt)	What is Pink? (Christina Rosetti)
Generic Features (Structure)	<ul style="list-style-type: none"> • order events chronologically • capital letters at the start of names • past tense • personal pronoun I 	<ul style="list-style-type: none"> • image • imperative verbs • second person • steps • title (How to...) 	<ul style="list-style-type: none"> • repetition • rhyme • rhythm

Year 1 Summer 2 (Cycle B: Civilisations)

	3 weeks	3 weeks	1 week
Writing Outcome	Third Person Narrative: Conquering a Monster	Writing to Inform: Newspaper Report	Poetry: Bee Poem
Featured Text	Jack and the Beanstalk (Guiseppe Di Lernia)	Jack and the Beanstalk (Guiseppe Di Lernia)	Unbeeliveable Poems (Douglas Florian)
Generic Features	<ul style="list-style-type: none"> • capital letters at the start of names • characters • plot • pronouns • setting 	<ul style="list-style-type: none"> • headline • past tense • 5 w's (who, what, when, where, why) • capital letters at the start of names and places • pronouns 	<ul style="list-style-type: none"> • repetition • rhyme • rhythm

Year 1 Summer Term Outcomes

By the end of the Summer Term, Year 1 pupils will be able to:

Word	Use an adjective in their sentence to add detail and description.
Sentence	Use the prefix -un correctly to change the meaning of verbs and adjectives (for example, unkind, untie).
Transcription	Write mostly correct sentences using 'and' to join two ideas.
	Spell majority of the CEW accurately.
	Spell words containing each of the 40+ phonemes already taught (phase 3, 4 and most of phase 5 applied correctly).
	Write accurately, from memory, simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.
Punctuation	Use a capital letter for names of people.
	Use a capital letter for places.
	Use a capital letter for days of the week.
Handwriting	Write capital letters that are taller than lower case and have an awareness of ascenders and descenders and their place on the line.
Composition	Read work out loud and begin to identify where corrections are needed

Year 2 Autumn 1 (Cycle B: Humankind)

	2 weeks	3 weeks	1 week
Writing Outcome	Third person narrative: The Sheep and the Goat	Information text (Instructions): How to make a Jam Sandwich	Poetry: Autumn Poem
Featured Text	The Sheep and the Goat (Pie Corbett)	The Giant Jam Sandwich (John Vernon Lord)	Autumn (Joshua Seigal)
Generic Features	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting adverbs noun phrases past tense speech 	<ul style="list-style-type: none"> image imperative verbs second person steps title (How to...) adverbs introduction present tense 	<ul style="list-style-type: none"> adjectives adverbs alliteration noun phrases repetition rhyme rhythm

Year 2 Autumn 2 (Cycle B: Humankind)

	2 weeks	3 weeks	3 weeks
Writing Outcome	Third person narrative: The Smartest Giant in Town	Letter-writing: Thank you letters	Poetry: Rhythm of Life
Featured Text	The Smartest Giant in Town (Julia Donaldson)	The Smartest Giant in Town (Julia Donaldson)	Rhythm of Life (Michael Rosen)
Generic Features	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting adverbs noun phrases past tense speech 	<ul style="list-style-type: none"> capital letters at the start of names capital letter for the personal pronoun I date 'Dear...' second person introduction main body closing 	<ul style="list-style-type: none"> adjectives adverbs alliteration noun phrases repetition rhyme rhythm

Year 2 Autumn Term Outcomes

By the end of the Autumn Term, Year 2 pupils will be able to:

Word	Identify a verb, adverb, noun, adjective in a sentence.
	Use the suffixes -s, es accurately to make the plural form of a noun.
	Occasionally apply the suffixes -er and -est to show comparative and superlative.
Sentence	Identify a subject, verb, object in a sentence they have written.
	Demonstrate some evidence of co-ordinating [or, and, but] and subordinating [when, if, that, because] conjunctions in their writing to join two sentences together.
Text	Use the correct tense has been used throughout the piece.
Punctuation	Use full stops correctly to demarcate most sentences.
	Use capital letters correctly at the start of each sentence.
Handwriting	Form lower case letters of the correct size relative to one another.
	Use spacing between words that reflects the size of the letters.
Composition	Develop positive attitudes and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
	Find their own mistakes in their writing and begin to self-correct them.

Year 2 Spring 1 (Cycle B: Inventions)

	3 weeks	3 weeks
Writing Outcome	Third person narrative: The Invention	Explanation text: An Invention
Featured Text	The Story Machine (Tom McLaughlin)	The Most Magnificent Thing (Ashley Spires)
Generic Features	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting adverbs noun phrases past tense speech 	<ul style="list-style-type: none"> command sentence facts image main body title introduction present tense subheadings technical vocabulary

Year 2 Spring 2 (Cycle B: Inventions)

All	2 weeks	2 weeks	1 week
Writing Outcome	Third person narrative: Rosie Revere Engineer	Information text: My Invention	Poetry: I Opened a Book
Featured Text	Rosie Revere Engineer (Andrea Beaty)	Rosie Revere Engineer (Andrea Beaty)	I Opened a Book (Julia Donaldson)
Generic Features (Structure) Generic Features (Language)	<ul style="list-style-type: none"> capital letters at the start of names characters plot pronouns setting adverbs noun phrases past tense speech 	<ul style="list-style-type: none"> image imperative verbs second person steps title (How to...) adverbs introduction present tense 	<ul style="list-style-type: none"> adjectives adverbs alliteration noun phrases repetition rhyme rhythm

Year 2 Spring Term Outcomes

By the end of the Spring Term, Year 2 pupils will be able to:

Word	Use nouns that are formed using suffixes such as -ness, -er, and by compounding [for example, whiteboard, superman].
Sentence	Uses expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].
	Include an appropriate conjunction that develops a sentence.
Text	Correctly choose and consistently use present and or past tense throughout writing.
	Use verbs to indicate time are used correctly and consistently, including verbs in the continuous form [for example, I am running, I was running].
Punctuation	Apply question marks accurately to sentences.
	Apply exclamation marks accurately to sentences.
	Accurately use commas to separate items in a list.
Handwriting	Write capital letters and digits of the correct size, ensuring they are appropriate in size to lower case letters.
Composition	Consider what they are going to write before beginning by drafting ideas/key words, including new vocabulary.
	Re-read and edit to check their writing makes sense
	Find their own mistakes in their writing and begin to self-correct them.

Year 2 Summer 1 (Cycle B: Civilisations)

	3 weeks	2 weeks	1 week
Writing Outcome	Recount: Diary of My Day	Information Text (Instructions): How to Look After a Cat	Poetry: What is...?
Featured Text	One Day, So Many Ways (Laura Hall)	The Cat and the King (Nick Sharratt)	What is Pink? (Christina Rosetti)
Generic Features (Structure)	<ul style="list-style-type: none"> • order events chronologically • capital letters at the start of names • past tense • pronouns • noun phrases • personal pronoun I 	<ul style="list-style-type: none"> • image • imperative verbs • second person • steps • title (How to...) • adverbs • introduction • present tense 	<ul style="list-style-type: none"> • adjectives • adverbs • alliteration • noun phrases • repetition • rhyme • rhythm

Year 2 Summer 2 (Cycle B: Civilisations)

	3 weeks	3 weeks	1 week
Writing Outcome	Third Person Narrative: Conquering a Monster	Writing to Inform: Newspaper Report	Poetry: Bee Poem
Featured Text	Jack and the Beanstalk (Guiseppe Di Lernia)	Jack and the Beanstalk (Guiseppe Di Lernia)	Unbeeliveable Poems (Douglas Florian)
Generic Features	<ul style="list-style-type: none"> • capital letters at the start of names • characters • plot • pronouns • setting • adverbs • noun phrases • past tense • speech 	<ul style="list-style-type: none"> • headline • past tense • 5 w's (who, what, when, where, why) • capital letters at the start of names and places • pronouns • eyewitness accounts 	<ul style="list-style-type: none"> • adjectives • adverbs • alliteration • noun phrases • repetition • rhyme • rhythm

Year 2 Summer Term Outcomes

By the end of the Summer Term, Year 2 pupils will be able to:

Word	Correctly formation of adjectives using suffixes such as -ful, -less.
	Use -ly in standard English to turn adjectives into adverbs [for example, happy to happily].
Sentence	Use the four basic sentences: statement, command, question, exclamation with the correct punctuation.
	Use a range of co-ordinating [or, and, but] and subordinating [when, if, that, because] conjunctions in their writing accurately.
Text	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she was drumming, he is shouting].
Punctuation	Use apostrophes to mark where letters are missing in spellings (did not – didn't).
Handwriting	Use some of the diagonal and horizontal strokes needed to join letters.
Composition	Develop positive attitudes and stamina for writing by maintaining the purpose throughout the piece. [to include narrative and poetry].
	Independently proof-read and edit errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Year 3 Autumn 1 (Cycle B: Humankind)

	3 weeks	3 weeks	1 week
Writing Outcome	Information text: A Walk in...	Third Person Narrative: The Wish Granter	Poetry: Harvest Poetry
Featured Text	A Walk In London (Salvatore Rubbino)	The Wish Granter (animation)	Various harvest / Autumn poems
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • lines • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbs • alliteration • noun phrases • onomatopoeia • repetition • rhyme • rhythm • syllables
Linked Oracy	Pair presentation about a European capital city.	Pair presentation of a wishing machine	Recite a poem about harvest.

Year 3 Autumn 2 (Cycle B: Humankind)

	3 weeks	2 weeks	3 weeks
Writing Outcome	Information Text: Dunwich	Persuasive argument: Visit Dunwich!	Third person narrative: Voices
Featured Text	Various information texts	Various tourist adverts	Voices in the Park (Anthony Browne)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • conclusion • introduction • main body • title 	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbials and prepositions of cause • modal verbs • rule of three • second person 	<ul style="list-style-type: none"> • adverbs • noun phrases • prepositional phrases • present or past tense • speech with synonyms for 'said' • third person
Linked Oracy	Pair presentation about Dunwich	Pair presentation about a place everyone should visit.	Group drama performance of 'Voice in the Park'.

Year 3 Autumn Term Outcomes

By the end of the Autumn Term, Year 3 pupils will be able to:

Word	Accurately use the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).
	Apply the correct form of word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).
Sentence	Use conjunctions of time at the start of a sentence.
	Use a variety of coordinating conjunctions throughout the piece or writing (for, and, nor, but, or, yet, so).
Text	Begin to group sentences with line spacings to form basic paragraphs.
	Use the progressive form of the verb in the present and past tense accurately to mark actions in progress (for example, she was drumming, he is shouting).
Punctuation	Use commas after fronted adverbials mostly correctly.
	Attempt to use inverted commas to indicate direct speech and show an awareness of other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
Handwriting	Sometimes use diagonal and horizontal strokes to join letters.
	Appropriately space words and form appropriately sized letters.
Composition	Edit spellings and punctuation errors independently.
	Write for the correct purpose throughout the piece.
	In a narrative, create a descriptive setting and character using a range of adjectives.

Year 3 Spring 1 (Cycle B: Inventions)

All	3 weeks	2 weeks
Writing Outcome	Explanation text: How Does It Work?	Information Text: A Biography of Marie Curie
Featured Text	Until I Met Dudley: How Everyday Things Really Work (Roger McGough)	Fantastically Great Women Who Changed the World (Kate Pankhurst)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • chronological • heading • paragraphs • photo • subheading
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbials of time • facts • past tense • third person
Linked Oracy	Pair presentation to explain how an invention works.	Pair presentation about a significant female.

Year 3 Spring 2 (Cycle B: Inventions)

All	3 weeks	3 weeks	1 week
Writing Outcome	Third person narrative: Dot	Information text: What Did André-Marie Ampère Invent?	Poetry: The Sound Collector
Featured Text	The Dot (Peter H. Reynolds)	How To Invent (Lynn Huggins-Cooper)	The Sound Collector (Roger McGough)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • free verse • lines • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • adverbs • noun phrases • prepositional phrases • present or past tense • speech with synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person technical vocabulary 	<ul style="list-style-type: none"> • adverbs • alliteration • noun phrases • onomatopoeia • repetition • rhyme • rhythm • syllables
Linked Oracy	Group drama performance of 'Dot'	Pair presentation about a historical invention.	Group performance of the Sound Collector

Year 3 Spring Term Outcomes

By the end of the Spring Term, Year 3 pupils will be able to:

Word	Form nouns using a range of prefixes (for example super-, anti-, auto-).
Sentence	Use adverbs of time to explain when, how long and how often (for example, then, next, soon, therefore), followed by an appropriate subordinate clause.
	Use prepositions for time (for example, after, at, before, by, during, in, on, since, until, because of) followed by an appropriate subordinate clause.
Text	Demonstrate some awareness that paragraphs are groups of sentences on a theme.
	Begin to use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).
Punctuation	Accurately use apostrophes for contractions.
	Demonstrate some accurate use of inverted commas to punctuate direct speech.
	Use apostrophes to mark singular possession in nouns (for example the dog's bowl).
Handwriting	Maintain a consistent approach to letter formation (for example, by ensuring that the downstrokes of letters are parallel and equidistant).
	Sufficiently space lines of writing so that the ascenders and descenders of letters do not touch.
Composition	Edit work making independent changes to vocabulary to improve quality.
	Proofread work, identifying and self-correcting spelling and punctuation errors.

Year 3 Summer 1 (Cycle B: Civilisations)

All	2 weeks	3 weeks
Writing Outcome	Persuasive argument: Why Basil Brown should be celebrated	Explanation text: Who were the Anglo-Saxons?
Featured Text	Linked non-fiction texts/articles	The Genius of the Anglo-Saxons (Izzi Howell)
Generic Features (Structure)	<ul style="list-style-type: none"> conclusion introduction main body title 	<ul style="list-style-type: none"> heading paragraphs photo or illustration subheading
Generic Features (Language)	<ul style="list-style-type: none"> adverbials and prepositions of cause modal verbs rule of three second person 	<ul style="list-style-type: none"> chronological or logical facts present or past tense second or third person technical vocabulary
Linked Oracy	Group news report about Basil Brown	Pair presentation about an ancient civilisation.

Year 3 Summer 2 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Information Text: All About Sutton Hoo	Third person narrative: Mythical Story
Featured Text	The History Detective Investigates: Anglo-Saxons (Neil Tonge)	Myth Atlas (Thiago de Moraes)
Generic Features (Structure)	<ul style="list-style-type: none"> heading paragraphs photo or illustration subheading 	<ul style="list-style-type: none"> characters paragraphs plot setting
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical facts present or past tense second or third person technical vocabulary 	<ul style="list-style-type: none"> adverbs noun phrases prepositional phrases present or past tense speech with synonyms for 'said' third person
Linked Oracy	Group drama performance of an Anglo-Saxon discovery	Group drama performance of a mythical story.

Year 3 Summer Term Outcomes

By the end of the Summer Term, Year 3 pupils will be able to:

Sentence	Accurately extend a sentence through use of appropriate main and subordinate clauses (A mouse ran across my bed while I was sleeping).
	Swap the order of the clauses with deliberate intent (While I was sleeping, a mouse ran across my bed).
Text	Organise writing so that sentences are grouped together and spaced into a simple paragraph structure.
	Accurately use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).
Punctuation	Show awareness of how to use apostrophes to mark plural possession (for example, the girl's name, the girls' names).
	Use inverted commas to accurately show the spoken word in a sentence.
Handwriting	Maintain a consistent and legible handwriting style throughout the piece of writing.
	Be mostly consistent in the application of joins (e.g. always joins 'er' and 'sh').
Composition	In a narrative, maintain an effective plot which engages the reader.
	In a non-narrative, use appropriate organisational devices, such as headings, subheadings.

Year 4 Autumn 1 (Cycle B: Humankind)

All	3 weeks	3 weeks	1 week
Writing Outcome	Information text: A Walk in...	Third Person Narratie: The Wish Granter	Poetry: Harvest Poetry
Featured Text	A Walk In London (Salvatore Rubbino)	The Wish Granter (animation)	Various harvest / Autumn poems
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font heading paragraphs photo or illustration subheading text box 	<ul style="list-style-type: none"> characters paragraphs plot 	<ul style="list-style-type: none"> lines title verse
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical facts fronted adverbials present or past tense rhetorical question second or third person technical vocabulary 	<ul style="list-style-type: none"> correctly punctuated speech expanded noun phrases with adjectival phrases expanded noun phrases with prepositional phrases fronted adverbials of place or time noun phrases prepositional phrases present or past tense synonyms for 'said' third person 	<ul style="list-style-type: none"> adverbs alliteration free verse noun phrases onomatopoeia repetition rhyme rhythm similes syllables
Linked Oracy	Pair presentation about a European capital city.	Pair presentation of a wishing machine	Recite a poem about harvest.

Year 4 Autumn 2 (Cycle B: Humankind)

All	3 weeks	2 weeks	3 weeks
Writing Outcome	Information Text: Dunwich	Persuasive argument: Visit Dunwich!	Third person narrative: Voices
Featured Text	Various information texts	Various non-fiction texts	Lucky Dip (animation), Voices in the Park (Anthony Browne)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font heading paragraphs photo or illustration subheading text box 	<ul style="list-style-type: none"> heading paragraphs photo or illustration subheading 	<ul style="list-style-type: none"> characters paragraphs plot setting
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical facts fronted adverbials present or past tense rhetorical question second or third person technical vocabulary 	<ul style="list-style-type: none"> adverbials and prepositions of cause fronted adverbials modal verbs rhetorical question rule of three second person superlatives 	<ul style="list-style-type: none"> correctly punctuated speech expanded noun phrases with adjectival phrases expanded noun phrases with prepositional phrases fronted adverbials of place or time noun phrases prepositional phrases present or past tense synonyms for 'said' third person
Linked Oracy	Pair presentation about a place everyone should visit.	Pair presentation about a place everyone should visit.	Group drama performance of 'Voice in the Park'.

Year 4 Autumn Term Outcomes

By the end of the Autumn Term, Year 4 pupils will be able to:

Word	Use correct verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).
Sentence	Use noun phrases expanded by the addition of modifying adjectives, (e.g. the teacher expanded to: the strict maths teacher).
	Begin to use fronted adverbials to start sentences (for example, later that day, I heard the good news).
	Use a range of conjunctions to build a subordinate clause expressing time, place and cause such as: when before, after, while, so, because.
Text	Group sentences around a theme to create a paragraph.
	Use pronouns effectively to avoid repetition (Bob was tired, he needed a rest).
Punctuation	Uses commas after fronted adverbials mostly correctly.
	Accurately use of inverted commas, with an awareness of other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
Handwriting	Maintain the diagonal and horizontal strokes that are needed to join letters.
	Consistently apply joins (e.g. always joins 'er' and 'sh').
Composition	Independently edit spelling and punctuation errors.
	Write for the correct purpose throughout the piece.
	In a narrative, create a descriptive setting and character.

Year 4 Spring 1 (Cycle B: Inventions)

All	3 weeks	2 weeks
Writing Outcome	Explanation text: How Does It Work?	Information Text: A Biography of...
Featured Text	Until I Met Dudley: How Everyday Things Really Work (Roger McGough)	Fantastically Great Women Who Changed the World (Kate Pankhurst)
Generic Features (Structure)	<ul style="list-style-type: none"> • annotated diagram • caption • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • chronological • heading • paragraphs • photo • subheading • synopsis
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbials of time • facts • fronted adverbials • past tense • proper nouns and pronouns • third person
Linked Oracy	Pair presentation to explain how an invention works.	Pair presentation about a significant female.

Year 4 Spring 2 (Cycle B: Inventions)

All	2 weeks	3 weeks	1 week
Writing Outcome	Third person narrative: Dot	Information text: What Did André-Marie Ampère Invent?	Poetry: The Sound Collector
Featured Text	The Dot (Peter H. Reynolds)	How To Invent (Lynn Huggins-Cooper)	The Sound Collector (Roger McGough)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • heading • paragraphs • photo or illustration • subheading • text box 	<ul style="list-style-type: none"> • lines • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • correctly punctuated speech • expanded noun phrases with adjectival phrases • expanded noun phrases with prepositional phrases • fronted adverbials of place or time • noun phrases • prepositional phrases • present or past tense • synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • facts • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbs • alliteration • free verse • noun phrases • onomatopoeia • repetition • rhyme • rhythm • similes • syllables
Linked Oracy	Group drama performance of 'Dot'	Pair presentation about a historical invention.	Group performance of the Sound Collector

Year 4 Spring Term Outcomes

By the end of the Spring Term, Year 4 pupils will be able to:

Word	Maintain consistent tense structure throughout the piece of writing.
Sentence	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
	Use some fronted adverbial phrases to begin sentences, throughout a piece of work.
	Chose to include short sentences to speed up action.
Text	Group sentences around a theme to create a paragraph using line breaks to show separation.
	Use pronouns or nouns effectively within and across sentences to avoid repetition (e.g. <i>Teachers</i> work long hours. <i>They</i> must love <i>their</i> jobs).
Punctuation	Use commas after fronted adverbials.
	Mostly accurately use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
	Use apostrophes to mark plural possession (for example, the girl's name, the girls' names).
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters.
	Understand which letters, when adjacent to one another, are best left un-joined.
Composition	Demonstrate a deliberate choice of rich and varied vocabulary relative to the genre (e.g. stomped not walked; shattered not broke).
	In a narrative, maintain the authors voice throughout the piece (e.g. staying in the first person).

Year 4 Summer 1 (Cycle B: Civilisations)

All	2 weeks	3 weeks
Writing Outcome	Persuasive argument: Why Basil Brown should be celebrated	Explanation text: Who were the Anglo-Saxons?
Featured Text	Linked non-fiction texts/articles	The Genius of the Anglo-Saxons (Izzi Howell)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • heading • paragraphs • photo or illustration • subheading
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials and prepositions of cause • fronted adverbials • modal verbs • rhetorical question • rule of three • second person • superlatives 	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary
Linked Oracy	Group news report about Basil Brown	Pair presentation about an ancient civilisation.

Year 4 Summer 2 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Information text: All About Sutton Hoo	Third person narrative: Mythical Story
Featured Text	The History Detective Investigates: Anglo-Saxons (Neil Tonge)	Myth Atlas (Thiago de Moraes)
Generic Features (Structure)	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • heading • paragraphs • photo or illustration • subheading • text box 	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • facts • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • correctly punctuated speech • expanded noun phrases with adjectival phrases • expanded noun phrases with prepositional phrases • fronted adverbials of place or time • noun phrases • prepositional phrases • present or past tense • synonyms for 'said' • third person
Linked Oracy	Group drama performance of an Anglo-Saxon discovery	Group drama performance of a mythical story.

Year 4 Summer Term Outcomes

By the end of the Summer Term, Year 4 pupils will be able to:

Sentence	Consciously use adverbs and adverbial phrases to begin to create flow (cohesion) throughout a piece of writing.
Text	Use appropriate synonyms and antonyms across sentences to avoid repetition (The show was <i>incredible</i> , the cast were <i>superb</i>).
Punctuation	Consistently accurately use inverted commas and other punctuation to indicate direct speech [(for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")]
	Use apostrophes to mark plural possession (for example, the girl's name, the girls' names).
Handwriting	Maintain a legible and consistent handwriting style throughout the whole piece.
Composition	In a narrative, maintain an effective plot which engages the reader.
	In a non-narrative, use appropriate organisational devices, such as headings, subheadings.

Year 5 Autumn 1 (Cycle B: Humankind)

All	2 weeks	3 weeks	1 week
Writing Outcome	Information Text: How do People Survive Extreme Conditions?	First Person Narrative: Innovation of The Mouth-organ Boys	Poetry: Harvest Poetry
Featured Text	Survivors (David Long)	A Thief In the Village (James Berry)	Song For Autumn (Mary Oliver)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font caption heading paragraph blocks photo or illustration subheading text box timeline 	<ul style="list-style-type: none"> characters paragraphs plot setting 	<ul style="list-style-type: none"> lines shape title verse
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical factual fronted adverbials present or past tense relative clause rhetorical question second or third person topic sentence 	<ul style="list-style-type: none"> expanded noun phrases figurative language: simile, personification first person fronted adverbials of place or time present or past tense speech with synonyms for 'said' 	<ul style="list-style-type: none"> adverbs alliteration compound words noun phrases onomatopoeia personification repetition rhyme rhythm similes syllables
Linked Oracy	Group news report on a story of survival	Group drama performance of The Mouth-organ Boys.	Recite harvest composition.

Year 5 Autumn 2 (Cycle B: Humankind)

All	3 weeks	2 weeks	3 weeks
Writing Outcome	Information Text: Are Humans Damaging The Atmosphere?	Balanced argument: Should Palm Oil Be Banned? (Does everything humans do damage the Earth?)	Third person narrative: Innovation of The Ice Bear
Featured Text	Are Humans Damaging the Atmosphere? (Catherine Chambers)	Various non-fiction texts	The Ice Bear (Jackie Morris)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font caption heading paragraph blocks photo or illustration subheading text box timeline 	<ul style="list-style-type: none"> conclusion introduction paragraphs reasons 'against' reasons 'for' title 	<ul style="list-style-type: none"> characters paragraphs plot setting
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical factual fronted adverbials present or past tense relative clause rhetorical question second or third person topic sentence 	<ul style="list-style-type: none"> adverbials to compare adverbials to contrast factual first, second, or third person modal verb personal opinion relative clause rhetorical question 	<ul style="list-style-type: none"> expanded noun phrases figurative language: simile, personification fronted adverbials of place or time present or past tense speech with synonyms for 'said' third person
Linked Oracy	Pair presentation about an environmental issue.	Pair presentation about ways to support the use of sustainable palm oil	Group drama performance of 'The Ice Bear'.

Year 5 Autumn Term Outcomes

By the end of the Autumn Term, Year 5 pupils will be able to:

Word	Use a range of verb prefixes (for example, dis-, de-, mis-, over- and re-).
Sentence	Use modal verbs (might, should, will, must) to indicate degrees of possibility.
Text	Use some devices to build cohesion within a paragraph such as synonyms, pronouns, adverbial phrases and fronted adverbial clauses.
Punctuation	Use commas to clarify meaning (He sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door).
Handwriting	Write legibly and with some letters joined accurately.
Composition	Consistently use the correct tense throughout a piece of writing.
	Select appropriate grammar and vocabulary, showing an understanding of how such choices can change and enhance meaning.
	Edit spelling and punctuation errors independently.

Year 5 Spring 1 (Cycle B: Inventions)

All	3 weeks	2 weeks
Writing Outcome	Explanation text: The Snoozatron	Information Text: A Biography of Mary Anning
Featured Text	Wallace & Gromit: The Complete Cracking Contraptions Manual Volumes 1 & 2 (Derek Smith, Graham Bleathman), Cracking Contraptions (animations)	Women In Science (Rachel Ignatofsky), Stone Girl Bone Girl (Laurence Anholt)
Generic Features (Structure)	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • heading • paragraphs • photo or illustration • subheading • text box 	<ul style="list-style-type: none"> • caption • chronological • conclusion • heading • paragraphs • photo • subheading • synopsis • timeline
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbial • present or past tense • relative clause • rhetorical question • second or third person • topic sentence 	<ul style="list-style-type: none"> • facts • past tense • relative clause • rhetorical question • third person • topic sentence
Linked Oracy	Pair presentation about an imaginary invention.	Pair presentation about a significant female scientist.

Year 5 Spring 2 (Cycle B: Inventions)

All	3 weeks	2 week	1 week
Writing Outcome	Third Person Narrative: The Barnabus Project	Information Text: Cogheart	Poetry: Spring Poetry
Featured Text	The Barnabus Project (Fan Brothers)	Cogheart (Peter Bunzl)	I Wandered Lonely as a Cloud (William Wordsworth)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • heading • paragraph blocks • photo or illustration • subheading • text box • timeline 	<ul style="list-style-type: none"> • lines • shape • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • expanded noun phrases • figurative language: simile, personification • fronted adverbials of place or time • present or past tense • speech with synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • factual • fronted adverbials • present or past tense • relative clause • rhetorical question • second or third person • topic sentence 	<ul style="list-style-type: none"> • adverbs • alliteration • compound words • noun phrases • onomatopoeia • personification • repetition • rhyme • rhythm • similes • syllables
Linked Oracy	Group drama presentation of The Barnabus Project	Group drama presentation.	Recite a spring poem.

Year 5 Spring Term Outcomes

By the end of the Spring Term, Year 5 pupils will be able to:

Word	Apply their understanding of converting nouns or adjectives into verbs using suffixes in their writing (for example -ate, -ise, -ify).
Sentence	Use adverbs to indicate degrees of possibility (e.g. perhaps, surely).
Text	Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly).
Punctuation	Begin to use parenthesis punctuation: brackets, John Smith (a boy from my school) is now a rocket scientist; dashes John Smith - a boy from my school - is now a rocket scientist; or commas John Smith, a boy from my school, is now a rocket scientist.
Handwriting	Write legibly with most letters are joined accurately.
Composition	Make clear links (cohesion) across paragraphs.
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	Edit spelling and punctuation errors independently.

Year 5 Summer 1 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Persuasive argument: Why ancient Greeks were important people	Explanation text: How to survive in Ancient Greece
Featured Text	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)
Generic Features (Structure)	<ul style="list-style-type: none"> • conclusion • introduction • paragraphs • reasons 'against' • reasons 'for' • title 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • heading • paragraphs • photo or illustration • subheading • text box •
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials to compare • adverbials to contrast • factual • first, second, or third person • modal verb • personal opinion • relative clause • rhetorical question 	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbial • present or past tense • relative clause • rhetorical question • second or third person • topic sentence
Linked Oracy	Paired presentation on a civilisation	Group TV news report: Ancient Greece

Year 5 Summer 2 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Third person narrative: How Night Came From the Sea	Information text: What Did Darwin Discover?
Featured Text	How Night Came From the Sea (Mary-Joan Gerson)	Darwin's Voyage of Discovery (Jake Williams)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • heading • paragraph blocks • photo or illustration • subheading • text box • timeline
Generic Features (Language)	<ul style="list-style-type: none"> • expanded noun phrases • figurative language: simile, personification • fronted adverbials of place or time • present or past tense • speech with synonyms for 'said' third person 	<ul style="list-style-type: none"> • chronological or logical • factual • fronted adverbials • present or past tense • relative clause • rhetorical question • second or third person • topic sentence
Linked Oracy	Recite a well-loved poem	Pair presentation about how an animal is adapted for its environment

Year 5 Summer Term Outcomes

By the end of the Summer Term, Year 5 pupils will be able to:

Sentence	Accurately use a range of prefixes and suffixes.
Text	Use relative clauses beginning with who, when, which, where, when, whose.
Punctuation	Link ideas across paragraphs using tense choices (for example, he <i>had</i> seen her before).
Handwriting	Use parenthesis punctuation mostly correctly: brackets, John Smith (a boy from my school) is now a rocket scientist; dashes John Smith - a boy from my school - is now a rocket scientist; or commas John Smith, a boy from my school, is now a rocket scientist.
Composition	Write legibly with most letters are joined accurately.
	Maintain the text type structure throughout their writing.
	Make many clear links (cohesion) across paragraphs.
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Year 6 Autumn 1 (Cycle B: Humankind)

All	2 weeks	3 weeks	1 week
Writing Outcome	Information Text: How do People Survive Extreme Conditions?	First Person Narrative: Innovation of The Mouth-organ Boys	Poetry: Harvest Poetry
Featured Text	Survivors (David Long)	A Thief In the Village (James Berry)	Song For Autumn (Mary Oliver)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font caption cohesion (linked paragraphs) heading italics paragraph blocks photo or illustration subheading text box timeline 	<ul style="list-style-type: none"> atmosphere characters paragraphs plot setting 	<ul style="list-style-type: none"> lines shape title verse
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical factual formal or informal language fronted adverbials present or past tense relative clause rhetorical question second or third person technical vocabulary topic sentence 	<ul style="list-style-type: none"> adverbials with speech expanded noun phrases figurative language: simile, personification first person fronted adverbials of place or time narrator and character voice passive voice present or past tense speech with synonyms for 'said' 	<ul style="list-style-type: none"> adverbs alliteration compound words metaphor noun phrases onomatopoeia personification repetition rhyme rhythm similes syllables
Linked Oracy	Group news report on a story of survival	Group drama performance of The Mouth-organ Boys.	Recite harvest composition.

Year 6 Autumn 2 (Cycle B: Humankind)

All	3 weeks	2 weeks	3 weeks
Writing Outcome	Information Text: Are Humans Damaging The Atmosphere?	Balanced argument: Should Palm Oil Be Banned? (Does everything humans do damage the Earth?)	Third person narrative: Innovation of The Ice Bear
Featured Text	Are Humans Damaging the Atmosphere? (Catherine Chambers)	Various non-fiction texts	The Ice Bear (Jackie Morris)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font caption cohesion (linked paragraphs) heading italics paragraph blocks photo or illustration subheading text box timeline 	<ul style="list-style-type: none"> conclusion introduction paragraphs reasons 'against' reasons 'for' summary title 	<ul style="list-style-type: none"> atmosphere characters paragraphs plot setting
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical factual formal or informal language fronted adverbials present or past tense relative clause rhetorical question second or third person technical vocabulary topic sentence 	<ul style="list-style-type: none"> adverbials to compare adverbials to contrast bullet points factual first, second, or third person formal or informal language modal verb personal opinion relative clause rhetorical question subjunctive form 	<ul style="list-style-type: none"> adverbials with speech expanded noun phrases figurative language: simile, personification fronted adverbials of place or time narrator and character voice passive voice present or past tense speech with synonyms for 'said' third person
Linked Oracy	Pair presentation about an environmental issue.	Pair presentation about ways to support the use of sustainable palm oil	Group drama performance of 'The Ice Bear'.

Year 6 Autumn Term Outcomes

By the end of the Autumn Term, Year 6 pupils will be able to:

Word	Apply the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing (e.g. find out – discover, ask for – request, go in – enter).
Sentence	Deliberately choose either active or passive voice in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me).
	Use informal and formal speech to reflect character.
Text	Use different devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly).
	Link ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase or grammatical connections (e.g. the use of adverbials, such as on the other hand, in contrast, or as a consequence).
Punctuation	Use semi-colons, colons and dashes to mark the boundary between clauses (e.g. it's raining; I'm fed up).
	Use colons to introduce a list and use semi-colons within lists.
	Use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark).
	Accurately use an ellipsis.
	Use commas to clarify meaning (He sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door).
Handwriting	Use joined and legible handwriting.
Composition	Write appropriately for the intended genre and audience.
	Edit pieces of writing to change the grammar and punctuation used to enhance effects and clarify meaning.
	In narratives, describing settings, characters and atmosphere.
	Apply informal and formal language appropriate to the audience and genre.

Year 6 Spring 1 (Cycle B: Inventions)

All	3 weeks	2 weeks
Writing Outcome	Explanation text: The Snoozatron	Information Text: A Biography of Mary Anning
Featured Text	Wallace & Gromit: The Complete Cracking Contraptions Manual Volumes 1 & 2 (Derek Smith, Graham Bleathman), Cracking Contraptions (animations)	Women In Science (Rachel Ignatofsky), Stone Girl Bone Girl (Laurence Anholt)
Generic Features (Structure)	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • heading • paragraphs • photo or illustration • subheading • text box • cohesion • italics 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • cohesion (linked paragraphs) • heading • italics • paragraph blocks • photo or illustration • subheading • text box • timeline
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbial • present or past tense • relative clause • rhetorical question • second or third person • topic sentence • formal and informal vocabulary • technical vocabulary 	<ul style="list-style-type: none"> • chronological or logical • factual • formal or informal language • fronted adverbials • present or past tense • relative clause • rhetorical question • second or third person • technical vocabulary • topic sentence
Linked Oracy	Pair presentation about an imaginary invention.	Pair presentation about a significant female scientist.

Year 6 Spring 2 (Cycle B: Inventions)

All	3 weeks	2 week	1 week
Writing Outcome	Third Person Narrative: The Barnabus Project	Information Text: Cogheart	Poetry: Spring Poetry
Featured Text	The Barnabus Project (The Fan Brothers)	Cogheart (Peter Bunzl)	I Wandered Lonely as a Cloud (William Wordsworth)
Generic Features (Structure)	<ul style="list-style-type: none"> • atmosphere • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • cohesion (linked paragraphs) • heading • italics • paragraph blocks • photo or illustration • subheading • text box • timeline 	<ul style="list-style-type: none"> • lines • shape • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials with speech • expanded noun phrases • figurative language: simile, personification • fronted adverbials of place or time • narrator and character voice • passive voice • present or past tense • speech with synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • factual • formal or informal language • fronted adverbials • present or past tense • relative clause • rhetorical question • second or third person • technical vocabulary • topic sentence 	<ul style="list-style-type: none"> • adverbs • alliteration • compound words • metaphor • noun phrases • onomatopoeia • personification • repetition • rhyme • rhythm • similes • syllables
Linked Oracy	Group drama presentation of The Barnabus Project	Group drama presentation.	Recite a spring poem.

Year 6 Spring Term Outcomes

By the end of the Spring Term, Year 6 pupils will be able to:

Word	Use verb tenses consistently and correctly throughout their writing.
Sentence	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
Text	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.
	Use verb tenses consistently and correctly throughout their writing.
Punctuation	Use inverted commas and other punctuation to indicate direct speech.
	Use semi-colon, colon and dash to mark the boundary between clauses (for example, it's raining; I'm fed up).
	Use a colon to introduce a list and use semi-colons within lists.
Handwriting	Maintain legibility in joined handwriting when writing at speed.
Composition	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).
	In narratives, describe settings, characters and atmosphere using a range of descriptive techniques.
	Integrate dialogue in narratives to convey character and advance the action.

Year 6 Summer 1 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Persuasive argument: Why ancient Greeks were important people	Explanation Text: How to survive in Ancient Greece
Featured Text	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)
Generic Features (Structure)	<ul style="list-style-type: none"> • conclusion • introduction • paragraphs • reasons 'against' • reasons 'for' • summary • title 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • heading • paragraphs • photo or illustration • subheading • text box • cohesion • italics •
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials to compare • adverbials to contrast • bullet points • factual • first, second, or third person • formal or informal language • modal verb • personal opinion • relative clause • rhetorical question • subjunctive form 	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbial • present or past tense • relative clause • rhetorical question • second or third person • topic sentence • formal and informal vocabulary • technical vocabulary
Linked Oracy	Paired presentation on a civilisation	Group drama presentation: How Night Came From the Sea

Year 6 Summer 2 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Third person narrative: How Night Came From the Sea	Information text: What Did Darwin Discover?
Featured Text	How Night Came From the Sea (Mary-Joan Gerson)	Darwin's Voyage of Discovery (Jake Williams)
Generic Features (Structure)	<ul style="list-style-type: none"> • atmosphere • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • caption • cohesion (linked paragraphs) • heading • italics • paragraph blocks • photo or illustration • subheading • text box • timeline •
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials with speech • expanded noun phrases • figurative language: simile, personification • fronted adverbials of place or time • narrator and character voice • passive voice • present or past tense • speech with synonyms for 'said' third person 	<ul style="list-style-type: none"> • chronological or logical • factual • formal or informal language • fronted adverbials • present or past tense • relative clause • rhetorical question • second or third person • technical vocabulary • topic sentence
Oracy	Recite a well-loved poem	Pair presentation about how an animal is adapted for its environment

Appendix 1

Where Years 3-6 are taught within the same class, pupils will share texts across Key Stage 2. Where Year 5 and 6 texts are being taught, please follow the overview for Years 3 and 4 as set out in Appendix 1.

Appendix 1 - Year 3 Autumn 1 (Cycle B: Humankind)

	3 weeks	3 weeks	1 week
Writing Outcome	Information text: How do People Survive Extreme Conditions?	First Person Narrative: Innovation of the Mouth-Organ Boys	Poetry: Harvest Poetry
Featured Text	Survivors (David Long)	A Thief in the Village (James Berry)	Song For Autumn (Mary Oliver)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • lines • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbs • alliteration • noun phrases • onomatopoeia • repetition • rhyme • rhythm • syllables
Linked Oracy	Pair presentation about a European capital city.	Pair presentation of a wishing machine	Recite a poem about harvest.

Appendix 1 - Year 3 Autumn 2 (Cycle B: Humankind)

	3 weeks	2 weeks	3 weeks
Writing Outcome	Information Text: Are Humans Damaging the Atmosphere?	Balanced Argument: Should Palm Oil Be Banned?	Third person narrative: Innovation of The Ice Bear
Featured Text	Are Humans Damaging the Atmosphere? (Catherine Chambers)	Various non-fiction texts	The Ice Bear (Jackie Morris)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • conclusion • introduction • main body • title 	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbials and prepositions of cause • modal verbs • rule of three • second person 	<ul style="list-style-type: none"> • adverbs • noun phrases • prepositional phrases • present or past tense • speech with synonyms for 'said' • third person
Linked Oracy	Pair presentation about Dunwich	Pair presentation about a place everyone should visit.	Group drama performance of 'Voice in the Park'.

Appendix 1 - Year 3 Autumn Term Outcomes

By the end of the Autumn Term, Year 3 pupils will be able to:

Word	Accurately use the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).
	Apply the correct form of word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).
Sentence	Use conjunctions of time at the start of a sentence.
	Use a variety of coordinating conjunctions throughout the piece or writing (for, and, nor, but, or, yet, so).
Text	Begin to group sentences with line spacings to form basic paragraphs.
	Use the progressive form of the verb in the present and past tense accurately to mark actions in progress (for example, she was drumming, he is shouting).
Punctuation	Use commas after fronted adverbials mostly correctly.
	Attempt to use inverted commas to indicate direct speech and show an awareness of other punctuation (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
Handwriting	Sometimes use diagonal and horizontal strokes to join letters.
	Appropriately space words and form appropriately sized letters.
Composition	Edit spellings and punctuation errors independently.
	Write for the correct purpose throughout the piece.
	In a narrative, create a descriptive setting and character using a range of adjectives.

Appendix 1 - Year 3 Spring 1 (Cycle B: Inventions)

All	3 weeks	2 weeks
Writing Outcome	Explanation text: The Snoozatron	Information Text: A Biography of Mary Anning
Featured Text	Wallace & Gromit: The Complete Cracking Contraptions Manual Volumes 1 & 2 (Derek Smith, Graham Bleathman)	Women in Science (Rachel Ignotosky) Stone Girl Bone Girl (Laurence Anholt)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • chronological • heading • paragraphs • photo • subheading
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • present or past tense • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbials of time • facts • past tense • third person
Linked Oracy	Pair presentation to explain how an invention works.	Pair presentation about a significant female.

Appendix 1 - Year 3 Spring 2 (Cycle B: Inventions)

All	3 weeks	3 weeks	1 week
Writing Outcome	Third person narrative: The Barnabus Project	Information text: Cogheart	Poetry: Spring Poetry
Featured Text	The Barnabus Project (The Fan Brothers)	Cogheart (Peter Bunzl)	I Wandered Lonely as a Cloud (William Wordsworth)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • free verse • lines • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • adverbs • noun phrases • prepositional phrases • present or past tense • speech with synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person technical vocabulary 	<ul style="list-style-type: none"> • adverbs • alliteration • noun phrases • onomatopoeia • repetition • rhyme • rhythm • syllables
Linked Oracy	Group drama performance of 'Dot'	Pair presentation about a historical invention.	Group performance of the Sound Collector

Appendix 1 - Year 3 Spring Term Outcomes

By the end of the Spring Term, Year 3 pupils will be able to:

Word	Form nouns using a range of prefixes (for example super-, anti-, auto-).
Sentence	Use adverbs of time to explain when, how long and how often (for example, then, next, soon, therefore), followed by an appropriate subordinate clause.
	Use prepositions for time (for example, after, at, before, by, during, in, on, since, until, because of) followed by an appropriate subordinate clause.
Text	Demonstrate some awareness that paragraphs are groups of sentences on a theme.
	Begin to use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).
Punctuation	Accurately use apostrophes for contractions.
	Demonstrate some accurate use of inverted commas to punctuate direct speech.
	Use apostrophes to mark singular possession in nouns (for example the dog's bowl).
Handwriting	Maintain a consistent approach to letter formation (for example, by ensuring that the downstrokes of letters are parallel and equidistant).
	Sufficiently space lines of writing so that the ascenders and descenders of letters do not touch.
Composition	Edit work making independent changes to vocabulary to improve quality.
	Proofread work, identifying and self-correcting spelling and punctuation errors.

Appendix 1 - Year 3 Summer 1 (Cycle B: Civilisations)

All	2 weeks	3 weeks
Writing Outcome	Persuasive argument: Why ancient Greeks were important people	Explanation text: How to survive in ancient Greece
Featured Text	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)
Generic Features (Structure)	<ul style="list-style-type: none"> • conclusion • introduction • main body • title 	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials and prepositions of cause • modal verbs • rule of three • second person 	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person • technical vocabulary
Linked Oracy	Group news report about Basil Brown	Pair presentation about an ancient civilisation.

Appendix 1 - Year 3 Summer 2 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Third person narrative: How Night Came From the Sea	Information Text: What did Darwin discover?
Featured Text	How Night Came From the Sea (Mary-Joan Gerson)	Darwin's Voyage of Discovery (Jake Williams)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading
Generic Features (Language)	<ul style="list-style-type: none"> • adverbs • noun phrases • prepositional phrases • present or past tense • speech with synonyms for 'said' third person 	<ul style="list-style-type: none"> • chronological or logical • facts • present or past tense • second or third person • technical vocabulary
Linked Oracy	Group drama performance of a mythical story.	Group drama performance of an Anglo-Saxon discovery

Appendix 1 - Year 3 Summer Term Outcomes

By the end of the Summer Term, Year 3 pupils will be able to:

Sentence	Accurately extend a sentence through use of appropriate main and subordinate clauses (A mouse ran across my bed while I was sleeping).
	Swap the order of the clauses with deliberate intent (While I was sleeping, a mouse ran across my bed).
Text	Organise writing so that sentences are grouped together and spaced into a simple paragraph structure.
	Accurately use the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).
Punctuation	Show awareness of how to use apostrophes to mark plural possession (for example, the girl's name, the girls' names).
	Use inverted commas to accurately show the spoken word in a sentence.
Handwriting	Maintain a consistent and legible handwriting style throughout the piece of writing.
	Be mostly consistent in the application of joins (e.g. always joins 'er' and 'sh').
Composition	In a narrative, maintain an effective plot which engages the reader.
	In a non-narrative, use appropriate organisational devices, such as headings, subheadings.

Appendix 1 - Year 4 Autumn 1 (Cycle B: Humankind)

All	3 weeks	3 weeks	1 week
Writing Outcome	Information text: How do People Survive Extreme Conditions	Third Person Narrative: Innovation of the Mouth-Organ Boys	Poetry: Harvest Poetry
Featured Text	Survivors (David Long)	A Thief in the Village (James Berry)	Song for Autumn (Mary Oliver)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font heading paragraphs photo or illustration subheading text box 	<ul style="list-style-type: none"> characters paragraphs plot 	<ul style="list-style-type: none"> lines title verse
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical facts fronted adverbials present or past tense rhetorical question second or third person technical vocabulary 	<ul style="list-style-type: none"> correctly punctuated speech expanded noun phrases with adjectival phrases expanded noun phrases with prepositional phrases fronted adverbials of place or time noun phrases prepositional phrases present or past tense synonyms for 'said' third person 	<ul style="list-style-type: none"> adverbs alliteration free verse noun phrases onomatopoeia repetition rhyme rhythm similes syllables
Linked Oracy	Pair presentation about a European capital city.	Pair presentation of a wishing machine	Recite a poem about harvest.

Appendix 1 - Year 4 Autumn 2 (Cycle B: Humankind)

All	3 weeks	2 weeks	3 weeks
Writing Outcome	Information Text: Are Humans Damaging the Atmosphere?	Balanced Argument: Should Palm Oil Be Banned?	Third person narrative: Voices
Featured Text	Are Humans Damaging the Atmosphere? (Catherine Chambers)	Various non-fiction texts	Lucky Dip (animation), Voices in the Park (Anthony Browne)
Generic Features (Structure)	<ul style="list-style-type: none"> annotated diagram bold or coloured font heading paragraphs photo or illustration subheading text box 	<ul style="list-style-type: none"> heading paragraphs photo or illustration subheading 	<ul style="list-style-type: none"> characters paragraphs plot setting
Generic Features (Language)	<ul style="list-style-type: none"> chronological or logical facts fronted adverbials present or past tense rhetorical question second or third person technical vocabulary 	<ul style="list-style-type: none"> adverbials and prepositions of cause fronted adverbials modal verbs rhetorical question rule of three second person superlatives 	<ul style="list-style-type: none"> correctly punctuated speech expanded noun phrases with adjectival phrases expanded noun phrases with prepositional phrases fronted adverbials of place or time noun phrases prepositional phrases present or past tense synonyms for 'said' third person
Linked Oracy	Pair presentation about a place everyone should visit.	Pair presentation about ways to support the use of sustainable palm oil.	Group drama performance of 'Voice in the Park'.

Appendix 1 - Year 4 Autumn Term Outcomes

By the end of the Autumn Term, Year 4 pupils will be able to:

Word	Use correct verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).
Sentence	Use noun phrases expanded by the addition of modifying adjectives, (e.g. the teacher expanded to: the strict maths teacher).
	Begin to use fronted adverbials to start sentences (for example, later that day, I heard the good news).
	Use a range of conjunctions to build a subordinate clause expressing time, place and cause such as: when before, after, while, so, because.
Text	Group sentences around a theme to create a paragraph.
	Use pronouns effectively to avoid repetition (Bob was tired, he needed a rest).
Punctuation	Uses commas after fronted adverbials mostly correctly.
	Accurately use of inverted commas, with an awareness of other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
Handwriting	Maintain the diagonal and horizontal strokes that are needed to join letters.
	Consistently apply joins (e.g. always joins 'er' and 'sh').
Composition	Independently edit spelling and punctuation errors.
	Write for the correct purpose throughout the piece.
	In a narrative, create a descriptive setting and character.

Appendix 1 - Year 4 Spring 1 (Cycle B: Inventions)

All	3 weeks	2 weeks
Writing Outcome	Explanation text: The Snoozatron	Information Text: A Biography of Mary Anning
Featured Text	Wallace & Gromit: The Complete Cracking Contraptions Manual Volumes 1 & 2 (Derek Smith, Graham Bleathman)	Women in Science (Rachel Ignotosky) Stone Girl Bone Girl (Laurence Anholt)
Generic Features (Structure)	<ul style="list-style-type: none"> • annotated diagram • caption • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • chronological • heading • paragraphs • photo • subheading • synopsis
Generic Features (Language)	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbials of time • facts • fronted adverbials • past tense • proper nouns and pronouns • third person
Linked Oracy	Pair presentation to explain how an invention works.	Pair presentation about a significant female.

Appendix 1 - Year 4 Spring 2 (Cycle B: Inventions)

All	2 weeks	3 weeks	1 week
Writing Outcome	Third person narrative: The Barnabus Project	Information text: Cogheart	Poetry: Spring Poetry
Featured Text	The Barnabus Project (The Fan Brothers)	Cogheart (Peter Bunzl)	I Wandered Lonely as a Cloud (William Wordsworth)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • heading • paragraphs • photo or illustration • subheading • text box 	<ul style="list-style-type: none"> • lines • title • verse
Generic Features (Language)	<ul style="list-style-type: none"> • correctly punctuated speech • expanded noun phrases with adjectival phrases • expanded noun phrases with prepositional phrases • fronted adverbials of place or time • noun phrases • prepositional phrases • present or past tense • synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • facts • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary 	<ul style="list-style-type: none"> • adverbs • alliteration • free verse • noun phrases • onomatopoeia • repetition • rhyme • rhythm • similes • syllables
Linked Oracy	Group drama performance of 'Dot'	Pair presentation about a historical invention.	Group performance of the Sound Collector

Appendix 1 - Year 4 Spring Term Outcomes

By the end of the Spring Term, Year 4 pupils will be able to:

Word	Maintain consistent tense structure throughout the piece of writing.
Sentence	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
	Use some fronted adverbial phrases to begin sentences, throughout a piece of work.
	Chose to include short sentences to speed up action.
Text	Group sentences around a theme to create a paragraph using line breaks to show separation.
	Use pronouns or nouns effectively within and across sentences to avoid repetition (e.g. <i>Teachers</i> work long hours. <i>They</i> must love <i>their</i> jobs).
Punctuation	Use commas after fronted adverbials.
	Mostly accurately use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")
	Use apostrophes to mark plural possession (for example, the girl's name, the girls' names).
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters.
	Understand which letters, when adjacent to one another, are best left un-joined.
Composition	Demonstrate a deliberate choice of rich and varied vocabulary relative to the genre (e.g. stomped not walked; shattered not broke).
	In a narrative, maintain the authors voice throughout the piece (e.g. staying in the first person).

Appendix 1 - Year 4 Summer 1 (Cycle B: Civilisations)

All	2 weeks	3 weeks
Writing Outcome	Persuasive argument: Why ancient Greeks were important people	Explanation text: How to survive in ancient Greece
Featured Text	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)	Ancient Greece for Kids: 2 (Unfolding the Past, 2) (Oldrich Ruzicka)
Generic Features (Structure)	<ul style="list-style-type: none"> • heading • paragraphs • photo or illustration • subheading 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • heading • paragraphs • photo or illustration • subheading
Generic Features (Language)	<ul style="list-style-type: none"> • adverbials and prepositions of cause • fronted adverbials • modal verbs • rhetorical question • rule of three • second person • superlatives 	<ul style="list-style-type: none"> • chronological or logical • fact and opinion • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary
Linked Oracy	Group news report about Basil Brown	Pair presentation about an ancient civilisation.

Appendix 1 - Year 4 Summer 2 (Cycle B: Civilisations)

All	3 weeks	3 weeks
Writing Outcome	Third person narrative: How Night Came From the Sea	Information Text: What did Darwin discover?
Featured Text	How Night Came From the Sea (Mary-Joan Gerson)	Darwin's Voyage of Discovery (Jake Williams)
Generic Features (Structure)	<ul style="list-style-type: none"> • characters • paragraphs • plot • setting 	<ul style="list-style-type: none"> • annotated diagram • bold or coloured font • heading • paragraphs • photo or illustration • subheading • text box
Generic Features (Language)	<ul style="list-style-type: none"> • correctly punctuated speech • expanded noun phrases with adjectival phrases • expanded noun phrases with prepositional phrases • fronted adverbials of place or time • noun phrases • prepositional phrases • present or past tense • synonyms for 'said' • third person 	<ul style="list-style-type: none"> • chronological or logical • facts • fronted adverbials • present or past tense • rhetorical question • second or third person • technical vocabulary
Linked Oracy	Group drama performance of a mythical story.	Group drama performance of an Anglo-Saxon discovery

Appendix 1 - Year 4 Summer Term Outcomes

By the end of the Summer Term, Year 4 pupils will be able to:

Sentence	Consciously use adverbs and adverbial phrases to begin to create flow (cohesion) throughout a piece of writing.
Text	Use appropriate synonyms and antonyms across sentences to avoid repetition (The show was <i>incredible</i> , the cast were <i>superb</i>).
Punctuation	Consistently accurately use inverted commas and other punctuation to indicate direct speech [(for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")]
	Use apostrophes to mark plural possession (for example, the girl's name, the girls' names).
Handwriting	Maintain a legible and consistent handwriting style throughout the whole piece.
Composition	In a narrative, maintain an effective plot which engages the reader.
	In a non-narrative, use appropriate organisational devices, such as headings, subheadings.