



Pathways to Write

Unit Overviews: EYFS to Year 6

| Year group | Autumn term | | Spring term | | Summer term | |
|------------|---|---|---|--|--|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | The gingerbread man by Mara Alperin Outcome - Oral retelling & draw images, write labels | Animals/dinosaurs I'm going to eat this ant by Chris Naylor-Ballesteros Outcome - A list of food items | Naughty Bus by Jan Oke Outcome - Recount of where Naughty Bus has been | The Journey Home by Emma Levey Outcome - Retell/rewrite of the story | Silly Doggy by Adam Stower Outcome - Retell/rewrite of the story | Supertato by Sue Hendra Outcome - A wanted poster with a character description |
| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Lost and Found by Oliver Jeffers Outcome - Fiction: story based on the structure of the text | Nibbles by Emma Yarlett Outcome - Recount: diary | Lion inside by Rachel Bright Outcome - Fiction: story based on the structure of the text | The curious case of the missing mammoth by Ellie Hattie Outcome - Fiction: story based on the structure of the text | Toys in Space by Mini Grey Outcome - Fiction: story based on the structure of the text | Goldilocks and Just the one bear by Leigh Hodgkinson Outcome - Fiction: story based on the structure of the text |
| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Troll Swap by Leigh Hodgkinson Outcome - Fiction: focus on characters | The Owl who was afraid of the dark by Jill Tomlinson Outcome - Non-chronological report | Dragon Machine by Helen Ward Outcome - Fiction: adventure focus | Major Glad, Major Dizzy by Jan Oke Outcome - Recount: diary entry | The Last Wolf by Mini Grey Outcome - Letter: letter in role | Grandad's Secret Giant by David Litchfield Outcome - Fiction: moral focus |
| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Seal Surfer by Michael Foreman Outcome - Recount: letter in role | Winter's Child by Graham Baker-Smith Outcome - Fiction: fantasy | Stone Age Boy by Satoshi Kitamura Outcome - Fiction: historical narrative | Big blue whale by Nicola Davies Outcome - Information text | Journey by Aaron Becker Outcome - Fiction: adventure story | Zeraffa Giraffa by Dianne Hofmeyr Outcome - Persuasion: leaflet |
| 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Gorilla by Anthony Browne Outcome - Fiction: fantasy story | Leon and the place between by Graham Baker-Smith Outcome - Recount: diary | Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative | When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story from POV of the boy | Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 seconds by Jen Green Outcome - Non-chronological report | Blue John by Berlie Doherty Outcome - Letters & Explanation |
| 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Queen of the falls by Chris Van Allsburg Outcome - Recount: series of diaries | The Lost Happy Endings by Carol Ann Duffy Outcome - Fiction: traditional tale | Arthur and the Golden Rope by Joe Todd-Stanton Outcome - Fiction: myth | The Darkest Dark by Chris Hadfield Outcome - Recount: biography | The Paperbag Prince by Colin Thompson Outcome - Persuasion/information: Hybrid leaflet | The Hunter by Paul Geraghty Outcome - Fiction: journey story |
| 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Star of Fear, Star of Hope by Jo Hoestlandt Outcome - Flashback story & Information text | Can we save the tiger? by Martin Jenkins Outcome - Hybrid text - information and explanation | Selfish Giant by Oscar Wilde and Ritva Voutila Outcome - Classic fiction & Explanation | Jemmy Button by Alix Barzelay The Island by Jason Chin Outcome - Journalistic & Discussion | Manfish by Jennifer Berne Outcome - Narrative & Biography | Sky Chasers by Emma Carroll Outcome: Narrative |

| EYFS | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--|---|---|--|---|--|
| | The gingerbread man by Mara Alperin Biscuit bear by Mini Grey Rosie's Walk by Pat Hutchins A great big cuddle by Michael Rosen | I'm going to eat this ant by Chris Naylor-Ballesteros Flashlight by Lizi Boyd Guess who's in the trees by Camilla Bedoyere A great big cuddle by Michael Rosen | Naughty Bus by Jan Oke On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the bus by Patricia Cleveland Peck The train ride by June Crebbin | The Journey Home by Emma Levey Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers | Silly Doggy by Adam Stower A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Hairy Maclary by Linley Dodd | Supertato by Sue Hendra Even superheroes have bad days by Shelley Becker Super duck by Jez Alborough Supertato series |
| | Outcome Oral retelling of story Draw images and write labels to represent the story | Outcome A list of food items for another animal | Outcome Recount of where Naughty Bus has been | Outcome Retell/rewrite of the story | Outcome Retell/rewrite of the story | Outcome A wanted poster for Evil Pea with a character description |
| | Development matters 40-60 months | Development matters 40-60 months | Development matters 40-60 months/ELG | ELG | ELG | ELG– supporting transition into Year 1 |
| | Writing <ul style="list-style-type: none"> Marks being used to represent meaning Begin to use identifiable letters when mark making Hear initial sounds Begin to write labels | Writing <ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Begin to break speech into words Write labels and captions Write CVC words | Writing <ul style="list-style-type: none"> Write labels and captions Break speech into words Begin to write a simple sentence (using CVC words) Begin to write words with digraphs | Writing <ul style="list-style-type: none"> Write simple sentences (in meaningful contexts) Use phonic knowledge to write words in ways that match spoken sounds Apply taught digraphs into writing | Writing <ul style="list-style-type: none"> Write simple sentences Use phonic knowledge to write words in ways that match spoken sounds Spell some common irregular words Apply taught digraphs and trigraphs into writing Begin to write words with adjacent consonants | Writing <ul style="list-style-type: none"> Write simple sentences applying taught phonic sounds Write phonetically plausible words Spell some common irregular words Use key features of narrative in own writing (EXC) Have an awareness of a capital letter and full stop when writing a simple sentence |

| Development matters 40-60 months | Development matters 40-60 months | Development matters 40-60 months/ELG | ELG | ELG | ELG– supporting transition into Year 1 |
|---|---|---|--|--|---|
| Reading <ul style="list-style-type: none"> Hear and say initial sound in words Link sounds to letters Use vocabulary and forms of speech that are increasingly influenced by experiences of books | Reading <ul style="list-style-type: none"> Hear and say the initial sound in words Segment the sounds in simple words and blend them together Link sounds to letters Begin to read words Enjoy an increasing range of books | Reading <ul style="list-style-type: none"> Begin to read simple sentences Know the sounds for all the letters of the alphabet <i>Know the sounds of some digraphs</i> | Reading <ul style="list-style-type: none"> Use phonic knowledge to decode regular words and read them aloud accurately Read and understand simple sentences Demonstrate understanding when talking to others about what has been read to them | Reading <ul style="list-style-type: none"> Demonstrate understanding when talking to others about what they have read Read some common irregular words Read and understand simple sentences Use phonic knowledge to decode regular words and read them aloud accurately <i>Read words with adjacent consonants</i> | Reading <ul style="list-style-type: none"> Read own written simple sentences out loud Read and understand simple sentences with all taught graphemes <i>Read words with adjacent consonants</i> |
| Communication & Language <ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play Introduce a storyline or narrative into play Extend vocabulary, exploring the meaning and sounds of new words Listen and respond to ideas expressed by others in conversation or discussion | Communication & Language <ul style="list-style-type: none"> Use language to imagine and recreate roles and experiences in play situations Introduce a storyline or narrative into play Explore the meaning and sounds of new words Listen and respond to ideas expressed by others in conversation or discussion | Communication & Language <ul style="list-style-type: none"> Maintain attention, concentrates and sit quietly during appropriate activity Answer how and why questions in response to stories Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Listen and respond to ideas expressed by others in conversation or discussion Use past, present and future forms accurately when talking about events that have happened or are to happen in the future | Communication & Language <ul style="list-style-type: none"> Develop narratives and explanations by connecting ideas or event. Listen to stories, responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future | Communication & Language <ul style="list-style-type: none"> Develop narratives and explanations by connecting ideas or events Answer how and why questions in response to stories Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions Use past, present and future forms accurately when talking about events that have happened or are to happen in the future | Communication & Language <ul style="list-style-type: none"> Express themselves effectively when speaking Develop narratives and explanations by connecting ideas or events Answer how and why questions in response to stories Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions |

| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|--|
| | <p>Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson</p> | <p>Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak</p> | <p>The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr</p> | <p>The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley</p> | <p>Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan</p> | <p>Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman</p> |
| | <p>Outcome Fiction: story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting of the story</p> | <p>Outcome Recount: diary Greater Depth Add in further details about other characters' feelings</p> | <p>Outcome Fiction: story based on the structure of <i>The Lion Inside</i>. Greater Depth Change both animals in the story.</p> | <p>Outcome Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i>. Greater Depth Change the setting of the story.</p> | <p>Outcome Fiction: story based on the structure of <i>Toys in Space</i>. Extension: Instructions Greater Depth Choose their own toy to write about and change the space creature.</p> | <p>Outcome Fiction: story based on the structure of <i>Goldilocks and just the one bear</i>. Extension: Non-chronological report Greater Depth Change the animal and the setting</p> |
| | <p>Sentence Combine words to make sentences Write sentences</p> | <p>Sentence Join words using and</p> | <p>Sentence Join words and clauses using and Sequence sentences to form short narratives</p> | <p>Sentence Join words and clauses using and Sequence sentences to form short narratives</p> | <p>Sentence Join words and clauses using and</p> | <p>Sentence Join words and clauses using and</p> |
| | <p>Text Compose a sentence orally before writing it</p> | <p>Text Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)</p> | <p>Text Add suffixes to verbs where no change is needed to the root</p> | <p>Text Add suffixes to verbs where no change is needed to the root</p> | <p>Text Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-</p> | <p>Text Use simple description Sequence sentences to form short narratives (link ideas or events by pronoun)</p> |
| | <p>Punctuation Leave spaces between words Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> | <p>Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> | <p>Punctuation Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</p> |
| | <p>Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught Spell common exception words</p> | | | | | |

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|--|--|--|--|---|---|--|
| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Troll Swap by Leigh Hodgkinson <i>Trolls go home</i> by Alan MacDonald | The Owl who was afraid of the dark by Jill Tomlinson (picture book) <i>The Owl who was afraid of the dark</i> by Jill Tomlinson (chapter book) | Dragon Machine by Helen Ward <i>The Dragonsitter series</i> by Josh Lacey | Major Glad, Major Dizzy by Jan Oke <i>Naughty Amelia Jane</i> by Enid Blyton | The Last Wolf by Mini Grey <i>Fantastic Mr. Fox</i> by Roald Dahl | Grandad's Secret Giant by David Litchfield <i>The BFG</i> by Roald Dahl |
| | Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places | Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features | Outcome Fiction: story with adventure focus Greater Depth Story written in 1 st person | Outcome Recount: diary entry from point of view of a toy Greater Depth Recount: diary entry from point of view of one of the children | Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP | Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant |
| | Sentence Use subordination (because) and co-ordination (and) Write expanded noun phrases to describe and specify | Sentence Use co-ordination (but, or) Add -ly to turn adjectives into adverbs | Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>) Use present and past tenses correctly and consistently (some progressive) | Sentence Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>) | Sentence Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones | Sentence Use present and past tenses correctly and consistently including the progressive form Use subordination (using <i>when</i> , <i>if</i> , <i>that</i> , or <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , or <i>but</i>) Write expanded noun phrases to describe and specify Add suffixes to spell longer words e.g. -ment, -ful |
| | Text Plan or say out loud what is going to be written about | Text Write for different purposes | Text Read aloud with intonation | Text Write down ideas, key words, new vocabulary | Text Write down ideas, key words, new vocabulary | Text Make simple additions, revisions and corrections |
| | Punctuation Use punctuation correctly - full stops, capital letters | Punctuation Use commas to separate items in a list | Punctuation Use punctuation correctly - exclamation marks, question marks | Punctuation Use punctuation correctly - apostrophes for the possessive (singular) | Punctuation Use punctuation correctly – apostrophes for contracted forms | Punctuation Proof-read to check for errors in spelling, grammar and punctuation |
| Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words. | | | | | | |

| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|---|
| | Seal Surfer by Michael Foreman <i>Dancing Bear by Michael Morpurgo</i> | Winter's Child by Angela McAllister <i>Ice Palace by Robert Swindells</i> | Stone Age Boy by Satoshi Kitamura <i>The Iron Man by Ted Hughes</i> | Big Blue Whale by Nicola Davies <i>This morning I met a whale by Michael Morpurgo</i> | Journey by Aaron Becker <i>Tilly Mint Tales by Berlie Doherty</i> | Zeraffa Giraffa by Dianne Hofmeyr <i>White giraffe by Lauren St John</i> |
| | Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters | Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different POV | Outcome Fiction: Write a story set in the Stone Age Greater Depth Write from the POV of a person from the Stone Age | Outcome Persuasion: informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures | Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another | Outcome Persuasion – tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark |
| | Sentence Use prepositions to express time, place and cause. | Sentence 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 | Sentence Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form | Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause | Sentence Use the present perfect form of verbs in contrast to the past tense 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 | Sentence Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form |
| | Text Group related ideas into paragraphs Build a varied and rich vocabulary | Text Create characters, settings and plot in narrative | Text Build a varied and rich vocabulary | Text Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation | Text Group related ideas into paragraphs | Text In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation |
| | Punctuation Use inverted commas to punctuate direct speech (introduction) | Punctuation Use inverted commas to punctuate direct speech | Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters) | Punctuation | Punctuation | Punctuation |

| 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|---|---|
| | Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate | Leon and the place between by Graham Baker-Smith The Nowhere Emporium by Ross Mackenzie | Escape from Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid | When the Giant stirred by Celia Godkin Journey to the Centre of the Earth Usborne Young Reader | Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green Journey to the River Sea by Eva Ibbotson | Blue John by Berlie Doherty Clockwork by Phillip Pullman or alternative Berlie Doherty novel |
| | Outcome Fiction – Fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech | Outcome Recount /diary Greater Depth Recount /diary from a different POV | Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain | Outcome Fiction – Adventure story from POV of the boy Greater Depth Write from the POV of the God | Outcome Information board for a rainforest exhibit Greater Depth Include an interactive element | Outcome Letters to include explanation Greater Depth Letters with explanation. Include a paragraph of information. |
| | Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials | Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions Use standard English forms for verb inflections | Sentence Use the present perfect form of verbs in contrast to the past tense Use standard English forms for verb inflections | Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | Sentence Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency | Sentence Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently |
| | Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Text Build a rich and varied vocabulary | Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) | Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | Text Use paragraphs to organise information and ideas around a theme | Text Use paragraphs to organise information and ideas around a theme |
| | Punctuation Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3) | Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's' | Punctuation Use inverted commas to punctuate direct speech (and to show relationship between two characters) | Punctuation Use and punctuate direct speech Use commas after fronted adverbials | Punctuation Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's' | Punctuation |

| 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|---|--|
| | Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i> | The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i> | Arthur and the Golden Rope by Joe Todd-Stanton <i>Myths of the Norsemen by Roger Lancelyn Green</i> | The Darkest Dark <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i> | The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i> | The Hunter by Paul Geraghty <i>The child's elephant by Rachel Campbell-Johnston</i> |
| | Outcome Series of diaries Greater Depth Series of diaries with viewpoint of other characters | Outcome Fiction - Traditional tale Greater Depth Traditional tale from another character's POV | Outcome Fiction - Myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told | Outcome Biography Greater Depth A first-person recount with an experience from the person's life within the biography | Outcome Hybrid leaflet (Persuasive/information/explanation) Greater Depth Write an oral presentation for a TV or radio broadcast as expert | Outcome Fiction - Journey story Greater Depth Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film |
| | Sentence Use fronted adverbials | Sentence Use expanded noun phrases to convey complicated information concisely | Sentence Use expanded noun phrases to convey complicated information concisely Relative clauses to add detail and description | Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) | Sentence Use modal verbs to indicate degrees of possibility Select appropriate grammar and vocabulary | Sentence Relative clauses to add detail and description Use adverbs to indicate degrees of possibility |
| | Text Plan writing by identifying audience and purpose Organise paragraphs around a theme | Text Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action | Text Link ideas across paragraphs using adverbials | Text Link ideas across paragraphs using adverbials Link ideas using tense choices | Text Use devices to build cohesion within a paragraph Choose the appropriate register | Text Use a wide range of devices to build cohesion across paragraphs Link ideas using tense choices |
| | Punctuation Commas after fronted adverbials (Y4) Commas to clarify meaning and avoid ambiguity | Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4) | Punctuation Commas to clarify meaning and avoid ambiguity | Punctuation Use brackets, dashes or commas to indicate parenthesis | Punctuation Use brackets, dashes or commas to indicate parenthesis | Punctuation |

| 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|--|--|
| | Star of Hope, Star of Fear by Jo Hoestlandt <i>An Eagle in the snow by Michael Morpurgo</i> | Can we save the tiger? by Martin Jenkins <i>Jungle Book by Rudyard Kipling</i> | Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell</i> | Jemmy Button by Alix Barzelay & The Island by Jason Chin <i>The Explorer by Katherine Rundell</i> | Manfish by Jennifer Berne <i>Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)</i> | Sky Chasers by Emma Carroll <i>The Unforgotten Coat by Frank Cottrell Boyce</i> |
| | Outcome Narrative Information text Greater Depth To write a narrative with a flashback | Outcome Hybrid text - information and explanation Greater Depth Write a Newsround TV style story | Outcome Classic fiction Explanation Greater Depth Write the narrative from a different viewpoint | Outcome Journalistic Discussion Greater Depth Write a magazine article/hybrid text | Outcome Narrative Biography Greater Depth Add in a script commentary about role in conservation debate | Outcome Narrative Autobiography Greater Depth Include a section written from the viewpoint of another person |
| | Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs | Sentence Use modal verbs or adverbs to indicate degrees of possibility Use expanded noun phrases to convey complicated information concisely | Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs | Sentence Use passive verbs Use consistent and correct tense Use the perfect form of verbs | Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) | Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms |
| | Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action | Text Select appropriate grammar and vocabulary | Text Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action | Text Use a wide range of devices to build cohesion Use layout devices | Text Use a wide range of devices to build cohesion | Text Identify the audience and purpose for writing Choose the appropriate register |
| | Punctuation Use a colon to introduce a list Punctuate bullet points consistently | Punctuation Use brackets, dashes or commas to indicate parenthesis | Punctuation Use semi-colons to mark boundaries between independent clauses | Punctuation Use colons or dashes to mark boundaries between independent clauses | Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity | Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses |