



# Pathways to Write

**Unit Overviews Set 1 and 2: EYFS to Year 6**

### St Paul's Overview of texts

Year group	Autumn term		Spring term		Summer term	
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Peace at Last by Jill Murphy	I'm Going to Eat this Ant by Chris Naylor-Ballesteros	Let's all Creep through Crocodile Creek by Jonny Lambert	Hattie Peck: The Journey Home by Emma Levey	Clem and Crab by Fiona Lumbers	The See Saw by Tom Percival
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	Lion Inside by Rachel Bright	Beegu by Alexis Deacon	Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck	Goldilocks and Just the one bear by Leigh Hodgkinson
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look Up! By Nathan Bryon	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Coming to England by Floella Benjamin	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	The Silence Seeker by Ben Morely	Amazing Rivers by Julia Vosburgh Agnone	A Stage full of Shakespeare by Angela McAllister (The Merchant of Venice)
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Counting on Katherine by Helaine Becker	Leon and the Place Between by Graham Baker-Smith	Our Tower by Joseph Coelho	Amazing Islands by Sabrina Weiss & Kerry Hyndman Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company	A Stage full of Shakespeare by Angela McAllister (Julius Caesar)
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Young, Gifted and Black by Jamia Wilson Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	Beowulf by Michael Morpurgo	Arthur and the Golden Rope by Joe Todd-Stanton	Malala's Magic Pencil by Malala Yousafzai	The Paperbag Prince by Colin Thompson	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust A Stage Full of Shakespeare Stories by Angela McAllister
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	King Kong by Anthony Browne	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives	Selfish Giant by Oscar Wilde and Ritva Voutila	The Day War Came by Nicola Davies Leaf by Sandra Dieckmann	Plastic Planet by Georgia Amson-Bradshaw	Sky Chasers by Emma Carroll

### EYFS Texts and Outcomes

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Autumn 1</b> <b>Peace at Last by Jill Murphy</b>	To join in with key events and phrases in a retelling of the story	<b>3- and 4-year-olds</b> Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To orally retell the story To draw images and write labels to represent the story	<b>Children in reception</b> Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
<b>Autumn 2</b> <b>I'm going to eat this ant by Chris Naylor-Ballesteros</b>	To draw their favourite animal and to say /draw some additional information such as what the animals eats	<b>3- and 4-year-olds</b> Enjoy listening to longer stories Use longer sentences of four to six words Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing
	To label a plan and attempt to write a simple caption	<b>Children in reception</b> Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	<b>Children in reception</b> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Spring 1</b> <i>Let's all Creep through Crocodile Creek</i> by Jonny Lambert	To draw/make a crocodile and be able to describe some of its features to a familiar adult	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books Can start a conversation with an adult or a friend and continue it for many turns	<b>3- and 4-year-olds</b> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	<b>Children in reception</b> Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
<b>Spring 2</b> <i>Hattie Peck: The Journey Home</i> by Emma Levey	To plan a birthday party and write invitations/ birthday cards	<b>3- and 4-year-olds</b> Enjoy listening to longer stories and can remember much of what happens Develop their communication (irregular tenses and plurals) Sing a large repertoire of songs (check unit for opportunities)	<b>3- and 4-year-olds</b> Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some or all of their name
	To retell/rewrite the story	<b>Children in reception</b> Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
<b>Summer 1</b> <i>Clem and Crab</i> by Fiona Lumbers	To sequence images from the story and use them to re-tell the start middle and end	<b>3- and 4-year-olds</b> Understand 'why' questions Use longer sentences of four to six words Use talk to organise themselves and their play Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Know many rhymes, be able to talk about familiar books and be able to tell a long story	<b>3- and 4-year-olds</b> Understand the five key concepts about print: <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> Develop their phonological awareness so that they can recognise words with the same initial sounds Engage in extended conversations about stories, learning new vocabulary	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately Write some or all of their name
	To orally retell the story. To write a letter to another class encouraging them to put litter in the bin/take it home when they visit the beach and explain why this is important	<b>Children in reception</b> Articulate their ideas and thoughts in well-formed sentences Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen Re-tell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Connect one idea or action to another using a range of connectives Describe events in some detail	<b>Children in reception</b> Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words	<b>Children in reception</b> Form lower-case and capital letters correctly Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
<b>Summer 2</b> <i>The See Saw</i> by Tom Percival	To sequence images depicting key events in the story and use the images To retell the basic storyline	<b>3- and 4-year-olds</b> Know many rhymes, be able to talk about familiar books and be able to tell a long story Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Understand a question or instruction that has two parts Use talk to organise themselves and their play	<b>3- and 4-year-olds</b> Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> Engage in extended conversations about stories, learning new vocabulary	<b>3- and 4-year-olds</b> Use some of their print and letter knowledge in their early writing Write some letters accurately
	To rewrite the story	<b>Children in reception</b> Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	<b>Children in reception</b> Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few common exception words Read a few common exception words matched to the school's phonic programme	<b>Children in reception</b> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

### Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	<b>Lost and Found by Oliver Jeffers</b>	<b>Nibbles: The Book Monster by Emma Yarlett</b>	<b>The Lion Inside by Rachel Bright</b>	<b>Beegu by Alexis Deacon</b>	<b>Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck</b>	<b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b>
	<b>Outcome</b> Fiction: write an adventure story <b>Greater Depth</b> Change the setting and characters of the story	<b>Outcome</b> Recount: write a diary entry based on Nibbles' adventures <b>Greater Depth</b> To add a new adventure based on a previously read text	<b>Outcome</b> Fiction: write a journey story <b>Greater Depth</b> Change both animals in the story	<b>Outcome</b> Fiction: write own version of the story <b>Greater Depth</b> Write the story in first person	<b>Outcome</b> Non-fiction: write information about sea animals <b>Greater Depth</b> Includes sections on how to protect them	<b>Outcome</b> Fiction: write a traditional story with a new character <b>Greater Depth</b> Change the character/setting <b>Extension:</b> Non-chron. report

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b> 	<b>Word</b> Use plural noun suffixes -s and -es	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	<b>Word</b> 
<b>Word</b> 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 and spell common exception words						
	<b>Sentence</b> Combine words to make sentences	<b>Sentence</b> Join words using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i> Use simple description
	<b>Text</b> 	<b>Text</b> Sequence sentences (link ideas or events by pronoun)	<b>Text</b> 	<b>Text</b> 	<b>Text</b> 	<b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronouns)
	<b>Punctuation</b> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

**Year 2 Texts and Outcomes**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<b>Look Up! By Nathan Bryon</b>	<b>The Owl Who Was Afraid of the Dark by Jill Tomlinson</b> (picture book)	<b>Dragon Machine by Helen Ward</b>	<b>Major Glad, Major Dizzy by Jan Oke</b>	<b>The Last Wolf by Mini Grey</b>	<b>Grandad's Secret Giant by David Litchfield</b>
	<p><b>Outcome</b> Recount: write a diary entry</p> <p><b>Greater Depth</b> Draw on wider reading to inform vocabulary choices</p>	<p><b>Outcome</b> Non-chronological report: write a fact sheet about owls</p> <p><b>Greater Depth</b> Alter the layout to include own subheadings and extra features</p>	<p><b>Outcome</b> Fiction: write an adventure story with change of character and machine</p> <p><b>Greater Depth</b> Story written in first person</p>	<p><b>Outcome</b> Recount: write a diary entry of historical events from Major Glad's point of view</p> <p><b>Greater Depth</b> Diary entry to include the feelings of Major Dizzy</p>	<p><b>Outcome</b> Letter: write a letter in role as the character persuading to save the trees</p> <p><b>Greater Depth</b> Real life letter to specific audience e.g. local MP</p>	<p><b>Outcome</b> Fiction: write a story with a moral focus</p> <p><b>Greater Depth</b> Story from the point of view of the giant</p>



### Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Add -ly to turn adjectives into adverbs	<b>Word</b>	<b>Word</b>	<b>Word</b> Add -er and -est to adjectives Use homophones and near homophones	<b>Word</b> Add suffixes to spell longer words (e.g -ment,- ful)
<b>Word</b> 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 and spell common exception words.						
	<b>Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Sentence</b> Use co-ordination (but, or)	<b>Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when)	<b>Sentence</b> Use subordination (apply because, when; introduce that)	<b>Sentence</b> Use subordination (if, that)	<b>Sentence</b> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	<b>Text</b>	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Text</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form
	<b>Punctuation</b> Use punctuation correctly - full stops, capital letters	<b>Punctuation</b> Use commas to separate items in a list	<b>Punctuation</b> Use punctuation correctly - exclamation marks, question marks	<b>Punctuation</b> Use punctuation correctly – introduce apostrophe for the possessive (singular)	<b>Punctuation</b> Use punctuation correctly – apostrophes for contracted forms	<b>Punctuation</b>

**Year 3 Texts and Outcomes**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y3</b>	<b>Coming to England by Floella Benjamin</b>	<b>Winter's Child by Angela McAllister</b>	<b>Stone Age Boy by Satoshi Kitamura</b>	<b>The Silence Seeker by Ben Morley</b>	<b>Amazing Rivers by Julia Vosburgh Agnone</b>	<b>A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)</b>
	<p><b>Outcome</b> Recount: write a letter in role recounting events of the story</p> <p><b>Greater Depth</b> Include a response</p>	<p><b>Outcome</b> Fiction: write a fantasy story based on a fable</p> <p><b>Greater Depth</b> Narrative from a different point of view</p>	<p><b>Outcome</b> Fiction: write a historical narrative set in the Stone Age</p> <p><b>Greater Depth</b> Write from the point of view of a person from the Stone Age</p>	<p><b>Outcome</b> Fiction: rewrite the story in third person with dialogue</p> <p><b>Greater Depth</b> Write the story in first person</p>	<p><b>Outcome</b> Persuasion: write an information board to persuade people to take care of rivers</p> <p><b>Greater Depth</b> Add an additional paragraph to the board to engage reader</p>	<p><b>Outcome</b> Non-fiction: write a guide</p> <p><b>Greater Depth</b> Write a guide to appeal to teachers</p>

**Year 3 Mastery Keys**

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b> Form nouns with a range of prefixes	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b>
	<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause	<b>Sentence</b>	<b>Word</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b> Use prepositions, conjunctions and adverbs to express time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures
	<b>Text</b> Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	<b>Text</b> In narratives, create characters, settings and plot	<b>Text</b> Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	<b>Text</b> Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	<b>Text</b> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	<b>Punctuation</b> Introduce inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b>

*\*Objectives in italics are writing composition objectives*

**Year 4 Texts and Outcomes**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y4</b>	<b>Counting on Katherine by Helaine Becker</b>	<b>Leon and the Place Between by Graham Baker-Smith</b>	<b>Our Tower by Joseph Coelho</b>	<b>Amazing Islands by Sabrina Weiss &amp; Kerry Hyndman, Koji's Island by The Literacy Company</b>	<b>Where the Forest Meets the Sea by Jeannie Baker &amp; Jungle Explorer by The Literacy Company</b>	<b>A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)</b>
	<b>Outcome</b> Non-fiction: write a fact file <b>Greater Depth</b> Include quotes	<b>Outcome</b> Recount: write a diary from Leon's point of view <b>Greater Depth</b> Write from Abdul Kazam's point of view	<b>Outcome</b> Recount: write the adventure as a journal <b>Greater Depth</b> Include alternative points of view	<b>Outcome</b> Fiction: write an adventure story from point of view of the boy <b>Greater Depth</b> Write from the point of view of the God	<b>Outcome</b> Non-chronological report: write an information board for a rainforest exhibit <b>Greater Depth</b> Include an interactive element	<b>Outcome</b> Fiction: write a playscript for a part of the story <b>Greater Depth</b> Include omens and use weather to reflect the mood

**Year 4 Mastery Keys**

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Word</b>	<b>Word</b> Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	<b>Word</b> Use Standard English forms for verb inflections	<b>Word</b> Use Standard English forms for verb inflections	<b>Word</b>	<b>Word</b> Recognise the grammatical difference between plural and possessive 's'	<b>Word</b>
<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	<b>Sentence</b>	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Sentence</b>	<b>Sentence</b>	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
<b>Text</b> 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	<b>Text</b> <i>Build a varied and rich vocabulary</i>	<b>Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	<b>Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	<b>Text</b> Organise paragraphs around a theme  Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	<b>Text</b>
<b>Punctuation</b> Use commas after fronted adverbials Recap: Use inverted commas for direct speech	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns	<b>Punctuation</b> Use and punctuate direct speech (using dialogue to show the relationship between characters)	<b>Punctuation</b> Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns.	<b>Punctuation</b>	<b>Punctuation</b>

Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5	<p><b>Young, Gifted and Black</b> by Jamia Wilson  <b>Race to the Frozen North: The Matthew Henson Story</b> by Catherine Johnson</p>	<p><b>Beowulf</b> by Michael Morpurgo</p>	<p><b>Arthur and the Golden Rope</b> by Joe Todd-Stanton</p>	<p><b>Malala’s Magic Pencil</b> by Malala Yousafzai</p>	<p><b>The Paperbag Prince</b> by Colin Thompson</p>	<p><b>Bold and Brave Women from Shakespeare</b> by Shakespeare Birthplace Trust  <b>A Stage Full of Shakespeare Stories</b> by Angela McAllister</p>
	<p><b>Outcome</b>                      Recount: write a series of diary entries  <b>Greater Depth</b>                      Series of diary entries including her viewpoint on other characters</p>	<p><b>Outcome</b>                      Fiction: write a further adventure  <b>Greater Depth</b>                      Invent their own monster and include motives and viewpoint</p>	<p><b>Outcome</b>                      Fiction: write a myth, creating characters and settings  <b>Greater Depth</b>                      Tell the myth from an alternative viewpoint</p>	<p><b>Outcome</b>                      Recount: write an autobiography  <b>Greater Depth</b>                      Include a first-person recount from another point of view</p>	<p><b>Outcome</b>                      Persuasion/ information: write a hybrid leaflet about waste management  <b>Greater Depth</b>                      Write an oral presentation for a TV or online broadcast</p>	<p><b>Outcome</b>                      Recount: write and perform a soliloquy  <b>Greater Depth</b>                      Choose the form of the text</p>

**Year 5 Mastery Keys**

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
	<b>Sentence</b>	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b> Use modal verbs to indicate degrees of possibility	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility
	<b>Text</b> <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	<b>Text</b> <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Link ideas across paragraphs using adverbials and tense choices  Recap: Variety of verb forms used correctly and consistently	<b>Text</b> Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	<b>Punctuation</b> Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use of inverted commas and other punctuation to punctuate direct speech (Y4)	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>

### Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<b>King Kong by Anthony Browne</b>	<b>The Place for Me: Stories about the Windrush Generation by Black Cultural Archives</b>	<b>Selfish Giant by Oscar Wilde</b>	<b>The Day War Came by Nicola Davies Leaf by Sandra Dieckmann</b>	<b>Plastic Planet by Georgia Amson-Bradshaw</b>	<b>Sky Chasers by Emma Carroll</b>
	<b>Outcome</b> Fiction: write an action-packed story ending <b>Greater Depth</b> With a viewpoint from one of the characters	<b>Outcome</b> Information/recount/explanation: write a hybrid leaflet <b>Greater Depth</b> Write extra sections about other periods	<b>Outcome</b> Fiction: retell a classic narrative from a character's point of view & Explanation <b>Greater Depth</b> Write the narrative from the viewpoint of the special tree	<b>Outcome</b> Persuasion: write a letter to raise awareness <b>Greater Depth</b> Choose the form and the audience	<b>Outcome</b> Persuasion: write a persuasive speech <b>Greater Depth</b> Write to a wider audience outside of school community	<b>Outcome</b> Fiction: write an adventure story from two different viewpoints & Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person



**Year 6 Mastery Keys**

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely Use passive verbs	<b>Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility (Y5)	<b>Sentence</b> Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	<b>Sentence</b> Use passive verbs	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	<b>Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms	
<b>Text</b> Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>	
<b>Punctuation</b> Punctuate bullet points consistently	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis (Y5)	<b>Punctuation</b> Use semi-colons to mark boundaries between independent clauses	<b>Punctuation</b> Use colons or dashes to mark boundaries between independent clauses	<b>Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	<b>Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses	

*\*Objectives in italics are writing composition objectives*