

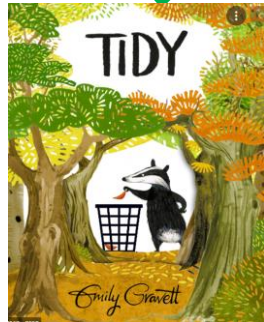
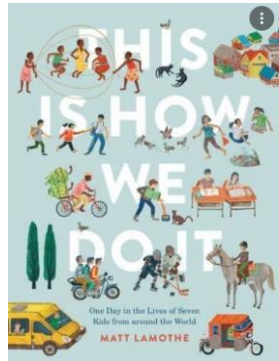
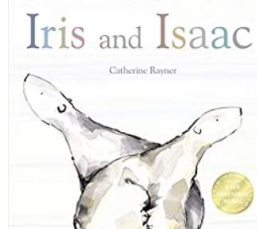
Writing progression CCA

Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:	Spring 1:	Spring 1:	Spring 2:	Spring 2:	Summer 1:	Summer 1:	Summer 2:	Summer 2:
<p>For each half term, a core text is chosen to read with the class. Following this, writing genres are planned—usually one fiction and one non fiction per half term to ensure that children write for a range of purposes.</p>						Text: Macbeth	Text: Macbeth	Text: The Last Bear	Text: The Last Bear	Text: Wonder	Text: Wonder
						Genre: Biography	Genre: Playscript	Genre: Recount	Genre: Non chronological report	Genre: Diary	Genre: Persuasive writing
<p>Core skills:</p> <p>Year 4 recap</p> <ul style="list-style-type: none"> Using fronted adverbials Identify and use co-ordinating/subordinating conjunctions Use expanded noun phrases Use inverted commas correctly. 	<p>Core skills:</p> <ul style="list-style-type: none"> Using colons to 			<p>Core skills:</p> <ul style="list-style-type: none"> expanded noun phrases Semi colons/colons Speech Rhetorical questions 	<p>Core skills:</p> <ul style="list-style-type: none"> Direct/indirect speech Brackets for parentheses Relative clauses 	<p>Core skills:</p> <ul style="list-style-type: none"> Headings/subheadings Bullet points Apostrophes for possession Prepositional phrases 					
<p>During the first 3 weeks of Autumn 1, children are taught to recap their core learning from the previous year. They will build this into their first written piece as a baseline assessment for writing.</p> <p>By recapping on prior knowledge, children are encouraged to build upon their previous learning and are prepared for the learning ahead.</p>				<p>Prior knowledge:</p> <ul style="list-style-type: none"> Show not tell Short sentences Co-ordinating conjunctions Subordinating conjunctions 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Adverbs to express time Semi colons/colons Expanded noun phrases Co-ord/sub-ord 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Relative clauses Brackets for parentheses Co-ord/sub-ord conjunctions 	<p>Prior knowledge:</p>	<p>Prior knowledge:</p>	<p>Prior knowledge:</p>	<p>Prior knowledge:</p>	
						<p>For each writing outcome children are taught 'core skills' chosen from the national curriculum for their year group. These are part of the learning journey for the unit and will be explicitly taught.</p>			<p>NB: Verb tense, handwriting and spelling is embedded in each lesson, taught explicitly through SPAG stretch and Pixl interventions.</p>		
						<p>The prior knowledge will be found in the wagoll. During the 'features' and 'immersion' lessons, children will identify these features. Then, they will form part of the success criteria and assessment for the final written outcome.</p>					

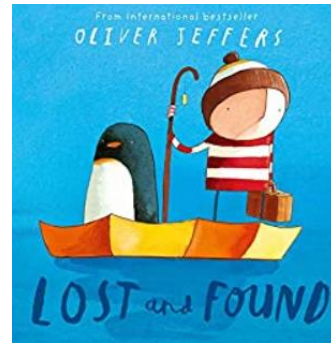
Year 1- Who am I, who can I be and how do I belong?

Learning about the lives of seven children around the world. Year 1 can then create a report about themselves.

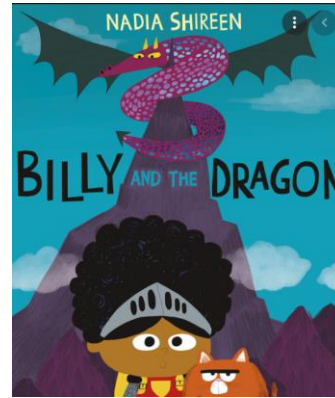
Learning about what makes the world special and how we should treat it, and each other.



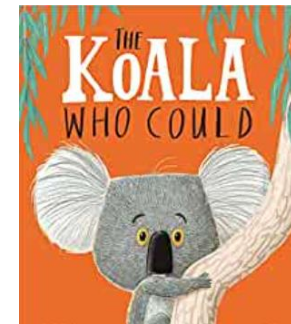
Year 1 recommended read: Following on from who they are in the world, children learn how to take care of their world.



Year 1 recommended read: Continuing the theme of friendship and travel.

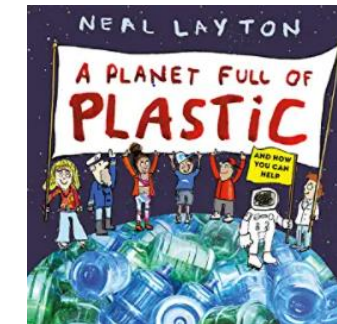


Year 1 recommended read: Allowing children to experience adventure stories.



A story about who the koala could be if he stepped outside his comfort zone...

Linking to science, the children will follow the journey of the seasons.



Recapping on their first half term, children are now able to think about the world that they belong to.



Year 1 recommended read: Continuing the theme of friendship and travel.

Year 1

	Autumn 1: Text: This is how we do it	Autumn 1: Text: Tidy	Autumn 2: Text: Iris and Isaac	Autumn 2: Text: Piper (pixr movie)	Spring 1: Text: Lost and Found	Spring 1: Lost and Found	Spring 2: Text: Text: Billy and the Dragon	Spring 2: Text: Rainbow Fish	Summer 1: Text: The Koala Who Could	Summer 1: Text: Tree	Summer 2: Text: A planet full of plastic	Summer 2: Text: The Journey Home
	Non Fiction Genre: Fact File	Fiction Genre: Story writing	Genre: Letter	Genre: Fact file	Genre: Instructions	Genre: Re-writing the story-changing the character	Genre: Dragon description	Genre: Story writing	Genre: Non chronological report	Genre: Poetry	Genre: Information Text	Genre: Story writing
<p>Reception recap:</p> <p>Use their phincs knowledge to spell words</p> <p>Forming letter-size may vary</p> <p>Common exception words</p> <p>Can write simple sentences which can be read by themselves and others; (without punctuation)</p>	<p>Introduce/ spell common exception words;- the; and; a; of; he; she; no; an; is; said; me; we; I; be; one.</p> <p>Beginning to see the use of capital letters and full stops to demarcate some sentences</p> <p>Beginning to space words accurately</p>	<ul style="list-style-type: none"> Can write simple sentences which can be read by themselves and others; Use finger spaces To capital letters and full stops Use the conjunction and Common exception words 	<ul style="list-style-type: none"> To write sentences to form short narratives/p ersonal experiences Use phase 2/3 phonics knowledge to wrote words matching spoken sounds adjectives 	<ul style="list-style-type: none"> Using co-ordinating conjunction 'and' Using adjectives to describe Use finger spaces Use simple sentences Forming lower and capital letters correctly 	<ul style="list-style-type: none"> Spell simple compound words Use conjunctions and Suffixes ing ed and er Capital letters for proper nouns 	<ul style="list-style-type: none"> Writing in present/past tense Regularly use full stops and capital letters S and es to form regular plurals Suffixes ing ed and er To use phonics phase 4/5 to spell words that match spoken spounds 	<ul style="list-style-type: none"> Using the pre fix un Letter formation consistent and correct Use exclamation marks Use question marks To use phonics phase 4/5 to spell words that match spoken spounds 	<ul style="list-style-type: none"> Suffixes ing ed and er Use exclamation marks Read to myself and an adult to check it makes sense To use phonics phase 4/5 to spell words that match spoken spounds 	<ul style="list-style-type: none"> rhyming words Common exception words Letter formation sitting on the line Capital letters for proper nouns Suffixes ing ed and er 	<ul style="list-style-type: none"> Writing in past/present tense Capital letter for proper nouns Question marks and exclamation marks Using adjectives with prefix un 	<ul style="list-style-type: none"> Common exception words Letter formation Spacing between words consistently Red reading work Spelling compound words 	
	<ul style="list-style-type: none"> Use their phonics knowledge to spell words Form many letters with the correct start/finish time- size may vary; 	<ul style="list-style-type: none"> Use their phonics knowledge to spell words Form many letters with the correct start/finish time- size may vary; 	<ul style="list-style-type: none"> Using conjunction and Using finger spaces Capital for names and I Full stops and capital letters 	<ul style="list-style-type: none"> Re read and check understanding Use phase 2/3 phonics knowledge to wrote words matching spoken sounds 	<ul style="list-style-type: none"> Use simple sentences Forming lower and capital letters correctly 	<ul style="list-style-type: none"> Using the conjunction and regularly Letter formation sitting on the line 	<ul style="list-style-type: none"> Suffixes ing ed and er To use phonics phase 4/5 to spell words that match spoken spounds 	<ul style="list-style-type: none"> Letter formation consistent and correct Using spacing between words 	<p>Letter formation sitting on the line</p> <p>Common exception words</p>	<ul style="list-style-type: none"> Using phase 2-5 phonics to spell spoken words Suffixes ing ed and er 	<ul style="list-style-type: none"> Full stops, capital letters used accurately and consistently 	

Year 2- How do we change the world around us? Why should we care for our world?

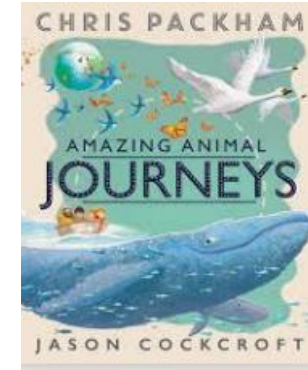
Learning about the lives of seven children around the world. Year 2 can then create a report about themselves.



A useful hook to introduce first news report writing.

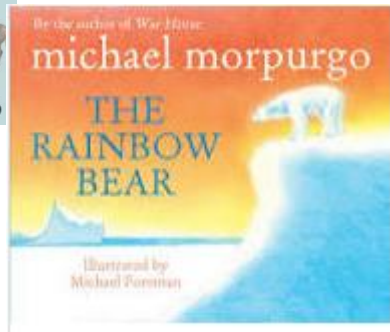


Year 2 recommended read: Children use the story of Maud to understand that being different is brilliant.



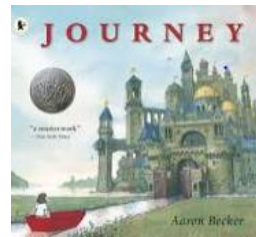
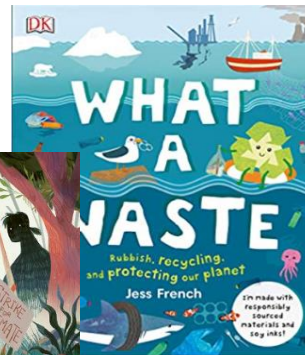
Linking to science, the children will follow the journey of different animals and how the world is made for them.

Children look at how they can care for the world around them by creating instructions for building bug houses.

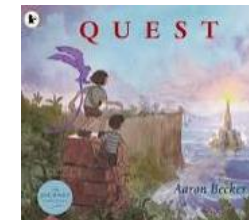


Year 2 recommended read: Children read a story linking back to who they are, and why the world is a special place.

Year 2 recommended read: Looking at how to care for the world in different ways.



Wordless picture books designed to help children use imagination when story writing.

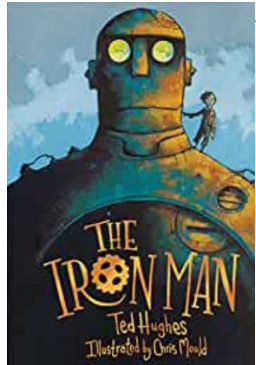
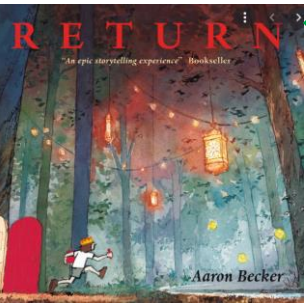
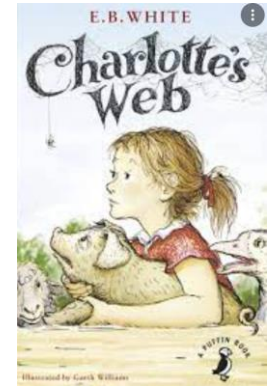
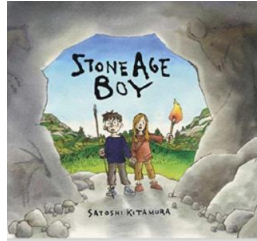
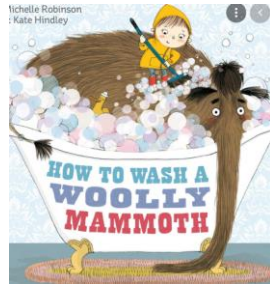


Year 2

Autumn 1: The Papaya That Spoke Genre: Story writing	Autumn 1: This is How we Do it Genre: Non chronological report	Autumn 2: The Rainbow Bear Genre: Story writing	Autumn 2: Excitable Edgar Genre: News report	Spring 1: Greta and the Giants	Spring 1: What a waste	Spring 2: A childs garden	Spring 2: The night dragon	Summer 1: Journey Genre: Diary entry	Summer 1: Quest Genre: Story writing	Summer 2: Amazing animal journeys Genre: Recount	Summer 2: Bug Hotel Genre: Instructions
Year 1 recap: Spell most Year 1 common exception words taught Form lower case letters accurately as well as capital letters usinf spacing between words	<ul style="list-style-type: none"> Introduce Year 2 common exception words: wild, fast, water etc. Form letters of the correct size Use conjunction and, because in my sentences 	<ul style="list-style-type: none"> Use expanded noun phrases for description Demarcate sentences with full stops and capital letters Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Write simple and coherent narratives Use present and past tense correctly Use expanded noun phrases for description 	<ul style="list-style-type: none"> Spell many common exception words Use spacing between words Write about real events clearly Use coordinating conjunctions (or/ and/ but) 	<ul style="list-style-type: none"> Use subordinating conjunctions (when/ if/ that) Demarcate sentences with question marks Segment spoken words using my phonics language 	<ul style="list-style-type: none"> Expanded noun phrases to make writing more entertaining Use present and past tense correctly and cohesively 	<ul style="list-style-type: none"> Demarcate sentences with full stops and capital letters using question marks when required Use subordinating conjunctions (when/if that) 	<ul style="list-style-type: none"> Adjectives and nouns used for description Spell many common exception words correctly Write in the correct tense 	<ul style="list-style-type: none"> Demarcate sentences with full stops, capital letters and question marks when necessary Write simple, coherent narratives 	<ul style="list-style-type: none"> Demarcate sentences with exclamation marks, commas in a list and apostrophes Write about real events 	<ul style="list-style-type: none"> Spell most common exception words correctly Add suffix endings to words – ment, -ly, -ful Use diagonal and horizontal strokes needed to join letters
Use their phonics knowledge up to phase 5 to spell correctly making phonetically plausible attempts at others	<ul style="list-style-type: none"> Form lower case letters of the correct size Write in the first person 	<ul style="list-style-type: none"> Choose exciting adjectives for description Demarcate sentences with full stops and capital letters Lower case letters of the correct size and position 	<ul style="list-style-type: none"> Use past tense correctly Select more than one adjective to create expanded noun phrases 	<ul style="list-style-type: none"> Use common exception words correctly Have spaces between words which reflect the size of the letters 	<ul style="list-style-type: none"> Use question marks Segment spoken words using phonics knowledge Sentences that use a subordinating conjunction 	<ul style="list-style-type: none"> Use adjectives and a noun for description Use tense correctly 	<ul style="list-style-type: none"> Use question marks Use a range of subordinating conjunctions correctly 	<ul style="list-style-type: none"> Use first person Use many common exception words Use expanded noun phrases 	<ul style="list-style-type: none"> Write narratives simply and coherently Use punctuation accurately 	<ul style="list-style-type: none"> Use contracted forms with apostrophes (don't/ I'm/ it's) Use the correct tense to write about real events 	<ul style="list-style-type: none"> Use many common exception words Join letters Use suffix ending words

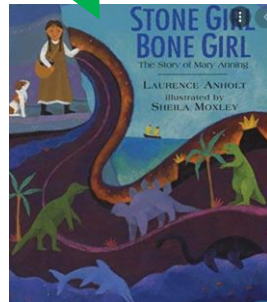
Year 3- How has the world around us shaped us as communities?

Year 3 recommended read: Chosen for Year 3 as they return to school and begin their journey in Key Stage 2.



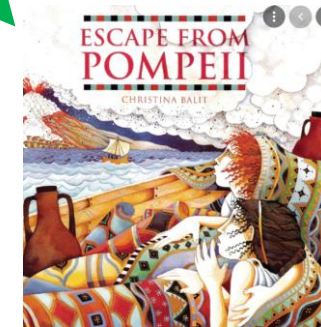
Year 3 recommended read: An early chapter book for Year 3 to study with links to friendship and community. Chosen to aid stamina and appreciation of story telling.

Prehistoric Britain: A humorous link to the Year 3 study in the prehistoric times.



Rocks and fossils: Chosen to help children to understand the life and impact of Mary Anning.

Year 3 recommended read: A second chapter book for Year 3 to enjoy, building on stamina and appreciation of story telling.



Roman history: A beautifully detailed link to the Year 3 study of the Romans.

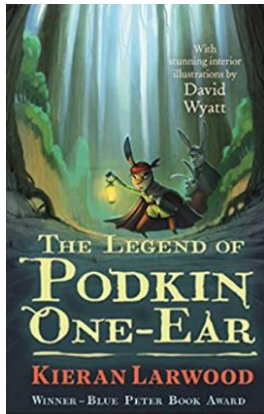
Year 3 recommended read: A beautiful tale of friendship and community to end the Year 3 study.

Year 3

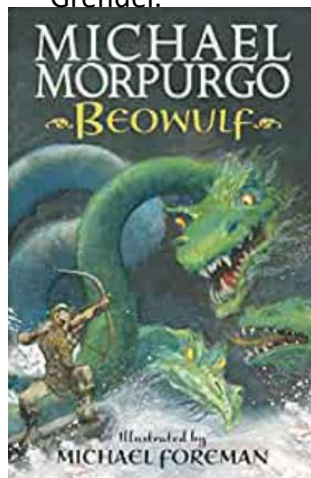
<p>Autumn 1: Text: Return</p> <p>Genre: Adventure story</p>	<p>Autumn 1: Text: The Iron Man</p> <p>Genre: Diary</p>	<p>Autumn 2: Text: How to wash a woolly mammoth</p> <p>Genre: Instructions</p>	<p>Autumn 2: Text: My shadow</p> <p>Genre: Poetry</p>	<p>Spring 1: Text: Stone Age Boy</p> <p>Genre: Newspaper</p>	<p>Spring 1: Text: Stone girl, bone girl</p> <p>Genre: Biography</p>	<p>Spring 2: Text: The boy who grew dragons</p> <p>Genre: Missing chapter</p>	<p>Summer 1: Text: Escape from Pompeii</p> <p>Genre: Setting descriptions</p>	<p>Summer 1: Text: Escape from Pompeii</p> <p>Genre: Explanation text</p>	<p>Summer 2: Text: Charlotte's Web</p> <p>Genre: Non chronological report</p>	<p>Summer 2: Text: Charlotte's web</p> <p>Genre: Friendship story</p>
<p>Year 2 recap:</p> <ul style="list-style-type: none"> Expanded noun phrases for description Co-ordinating conjunctions (and, or, but) Subordinating conjunctions (when, if, that, because) Recognise and use statements, questions, exclamations, commands 	<ul style="list-style-type: none"> Past/future tense Adverbs to move time on Paragraphs to structure Subordinating conjunctions 	<ul style="list-style-type: none"> Commands using imperative verbs Expanded noun phrases Adverbs to express time Using a/an correctly 	<ul style="list-style-type: none"> Language features-personification Prepositions to express place and time Adverbs of manner Pronouns Rhyme 	<ul style="list-style-type: none"> Direct speech Organisational devices Co-ordinating conjunctions (inc. so & yet) Suffix and prefix 	<ul style="list-style-type: none"> Adverbs to express time Prepositional phrases Expanded noun phrases Tense Subordinating 	<ul style="list-style-type: none"> Paragraphing for structure Inverted commas Describe settings and characters using expanded noun phrases Adverbs of manner Command and exclamations Editing focus: Edit for grammar Edit for meaning/structure Edit for language 	<ul style="list-style-type: none"> Describe settings using expanded noun phrases Subordinating conjunctions Prepositional phrases Adverbs of manner 	<ul style="list-style-type: none"> Adverbs of time Subheadings and headings (Structure) Prepositional phrases a/an Subordinating conjunctions 	<ul style="list-style-type: none"> Structure Adjective and subordinating conjunction sentences (Spiders are fast, fast due to their eight legs) 2 verbs for precision Questions 	<ul style="list-style-type: none"> Show not tell Range of adverbs Range of conjunctions Correct tense Direct speech
	<ul style="list-style-type: none"> Expanded noun phrases Co-ordinating conjunctions Questions & exclamations. 	<ul style="list-style-type: none"> Co-ordinating conjunctions Subordinating conjunctions Structure 	<ul style="list-style-type: none"> Expanded noun phrases Exclamations An/a 	<ul style="list-style-type: none"> Subordinating conjunctions Questions Paragraphing 	<ul style="list-style-type: none"> Headings and subheadings Pronouns Co-ordinating conjunctions 	<ul style="list-style-type: none"> Questions Tenses Pronouns Co-ordinating and subordinating 	<ul style="list-style-type: none"> Coordinating conjunctions Tense Exclamations Adverbs to express time 	<ul style="list-style-type: none"> Expanded noun phrases a/an used correctly Questions 	<ul style="list-style-type: none"> Expanded noun phrases Headings and subheadings Prepositional phrases 	<ul style="list-style-type: none"> Expanded noun phrases Pronouns Questions and exclamations

Year 4- Are we stronger if we are together?

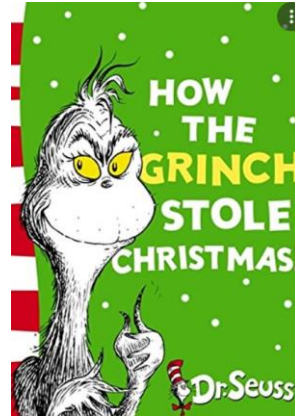
Year 4 recommended read: Building on stamina and appreciation of story telling, this richly written text follows a rabbit as he gathers his colony to protect against an enemy.



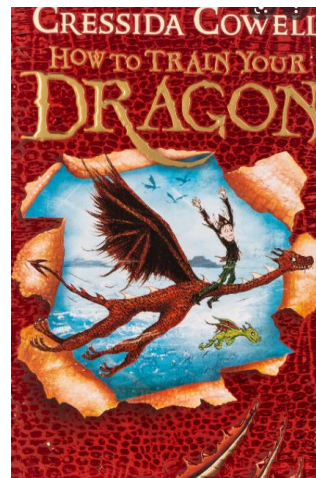
Anglo Saxons: Morpurgo draws on the style of the original text, using rich, alliterative language but mixes it with modern themes as he retells the story of Beowulf's epic quest to destroy the monstrous Grendel.



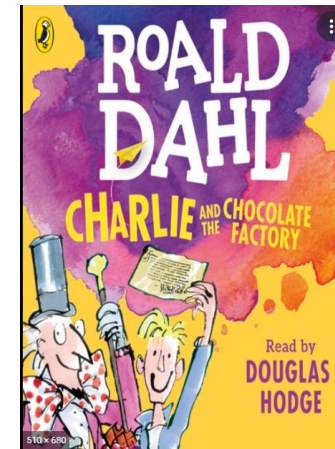
Poetry: Classic poetry for children to build upon and write their own versions.



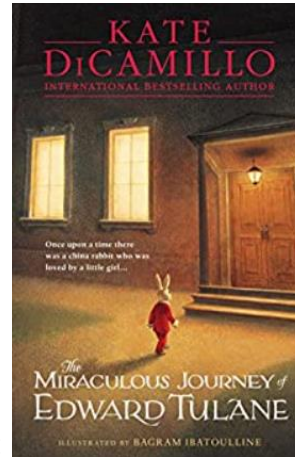
Vikings: This follows the story of Hiccup the son of the Viking chief and his quest to enter his father's tribe.



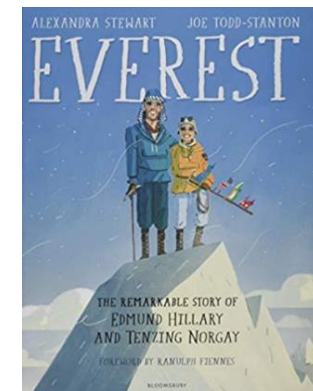
Year 4 recommended read: Building on stamina and appreciation of story telling, this classic will aid children to appreciate humour, description and imagination.



Year 4 recommended read: Linking into the learning on journeys, Year 4 will enjoy this tale about a china rabbit who is lost on the journey from New York to London.



Year 4 recommended read: A non fiction text retelling the story of Edmund Hillary and Tenzing Norgay.

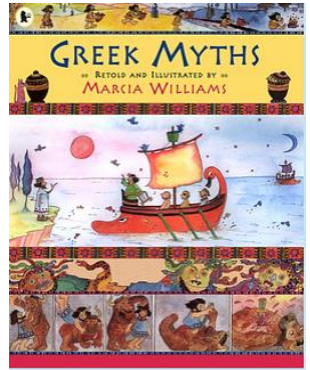


Year 4

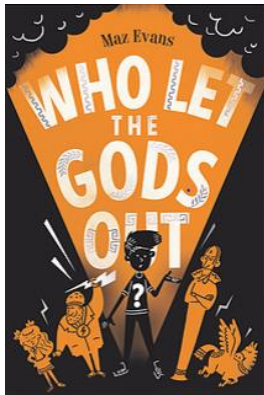
<p>Autumn 1: Text: Beowulf</p> <p>Genre: Diary</p>	<p>Autumn 1: Text: The Legend of Podkin One-Ear</p> <p>Genre: Information text</p>	<p>Autumn 2: Text: The Legend of Podkin One-Ear</p> <p>Genre: Retell a chapter from different point of view</p>	<p>Autumn 2: Text: The Grinch</p> <p>Genre: Poetry</p>	<p>Spring 1: Text: How To Train Your Dragon</p> <p>Genre: Myth</p>	<p>Spring 1: Text: How To Train Your Dragon</p> <p>Genre: Instructions</p>	<p>Spring 2: Text: Charlie and the Chocolate factory</p> <p>Genre: Narrative- in the style of Roald Dahl</p>	<p>Spring 2: Text: Charlie and the Chocolate factory</p> <p>Genre: Explanation</p>	<p>Summer 1: Text: Everest</p> <p>Genre: News report</p>	<p>Summer 1: Text: Everest</p> <p>Genre: Adventure story</p>	<p>Summer 2: Text: The Miraculous Journey of Edward Tulane</p> <p>Genre: Alternative chapter</p>	<p>Summer 2: Text: The Miraculous Journey of Edward Tulane</p> <p>Genre: informal letter</p>
<p>Year 3 recap:</p> <ul style="list-style-type: none"> Expanded noun phrases for description Coordinating conjunctions Prepositions for place and time Correct tense Capital letters, full stops, question marks, exclamation marks. 	<ul style="list-style-type: none"> Expanded Noun phrases Fronted adverbials Subordinating conjunctions Adverbs of manner Paragraphing 	<ul style="list-style-type: none"> Prepositional phrases Pronouns to avoid repetition Show not tell for emotions Emotion, sentences Paragraphing 	<ul style="list-style-type: none"> Identify rhythm Rhyming Similes and metaphors Expanded noun phrases Direct speech 	<ul style="list-style-type: none"> Speech punctuated correctly Fronted adverbials Possessive apostrophes Paragraphing Co-ordinating conjunctions 	<ul style="list-style-type: none"> Headings and subheadings Bullet point lists Fronted adverbials Range of adverbs Questions 	<ul style="list-style-type: none"> Speech punctuated correctly Range of sentence openers Show not tell Adverbials of manner Pronouns to avoid repetition Possessive apostrophes 	<ul style="list-style-type: none"> Cause and effect conjunctions Fronted adverbials Range of conjunctions Prepositions to express time and cause 	<ul style="list-style-type: none"> Direct speech Paragraphing Expanded noun phrases and prepositions Fronted adverbials Questions and exclamations 	<ul style="list-style-type: none"> Show not tell Expanded noun phrases and prepositions Speech punctuated correctly Paragraphing Emotion sentences Double adverb sentences 	<ul style="list-style-type: none"> Double adverb sentences Fronted adverbials Range of conjunctions Range of noun phrase 	<ul style="list-style-type: none"> Double adjectives Emotion sentences Adverbial clauses Rhetorical questions Range of conjunctions
	<ul style="list-style-type: none"> Co-ordinating conjunctions Correct tense Capital letters, full stops, question marks, exclamation marks. 	<ul style="list-style-type: none"> Co-ordinating conjunctions Fronted adverbials Adverbs of manner Expanded noun phrases 	<ul style="list-style-type: none"> Pronouns to avoid repetition Exclamation marks Question marks 	<ul style="list-style-type: none"> Expanded noun phrases Subordinating conjunctions Show not tell/emotions 	<ul style="list-style-type: none"> Expanded noun phrases Subordinating conjunctions Coordinating conjunctions Fronted adverbials 	<ul style="list-style-type: none"> Expanded noun phrases Range of conjunctions Fronted adverbials 	<ul style="list-style-type: none"> Questions Commands Correct tense 	<ul style="list-style-type: none"> Co-ordinating conjunctions Subordinating conjunctions Pronouns to avoid repetition 	<ul style="list-style-type: none"> Range of conjunctions Pronouns to avoid repetition Fronted adverbials 	<ul style="list-style-type: none"> Speech punctuated correctly Paragraphing Questions and exclamations 	<ul style="list-style-type: none"> Exclamations Pronouns to avoid repetition Possessive apostrophes Show not tell

Year 5- How can people come together to shape the world around them?

Greek history: The dramatic stories are retold in a comic book style, with speech bubbles and many humorous details in both the text and illustrations.



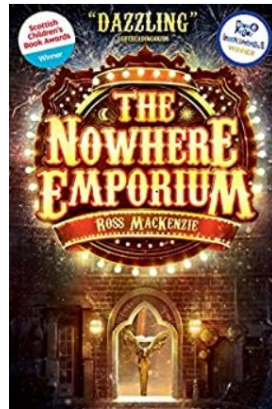
Greek history: The story is based on the exploits of a boy called Elliot, who falls into an adventurous mission and calls on the help of the Olympian gods.



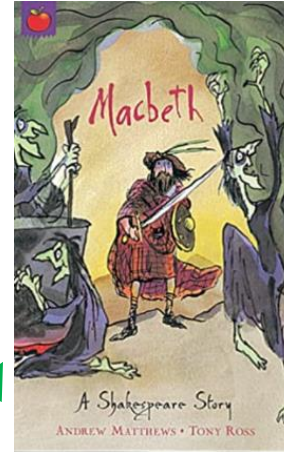
Poetry: Classic poetry for children to build upon and write their own versions.



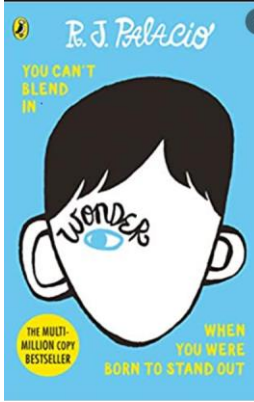
Year 5 recommended read: This follows the mysterious Nowhere Emporium, which appears one night in Glasgow, and a young orphan who stumbles upon it by accident...



Year 5 recommended read: A brilliant retelling of a classic, and an introduction to Shakespeare for Year 5.



Year 5 recommended read: A beautiful story to help children to think about their impact on others, and how they can shape the world around them.



Environmental change topic: Both absorbing animal adventure and subtle commentary on climate change and the plight of endangered species, The Last Bear revolves around April, the daughter of an Arctic researcher, and her chance encounter with a lone polar bear.

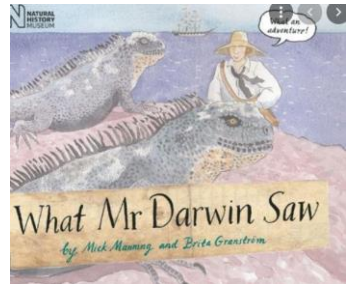


Year 5

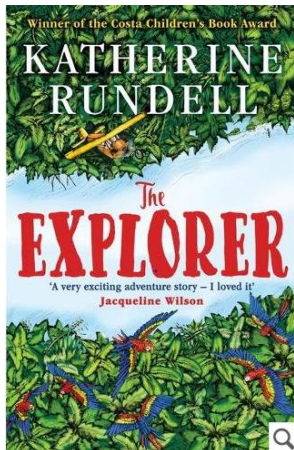
<p>Autumn 1: Text: Greek myths</p> <p>Genre: Mythology</p>	<p>Autumn 1: Text: Who Let the Gods Out</p> <p>Genre: Instructions</p>	<p>Autumn 2: Text: Who Let the Gods Out</p> <p>Genre: Character description</p>	<p>Autumn 2: Text: Polar Express</p> <p>Genre: Poetry</p>	<p>Spring 1: Text: The Nowhere Emporium</p> <p>Genre: Suspense story</p>	<p>Spring 1: Text: The Nowhere Emporium</p> <p>Genre: Newspaper</p>	<p>Spring 2: Text: Macbeth</p> <p>Genre: Biography</p>	<p>Spring 2: Text: Macbeth</p> <p>Genre: Historical fiction</p>	<p>Summer 1: Text: The Last Bear</p> <p>Genre: Recount (The Deep)</p>	<p>Summer 1: Text: The Last Bear</p> <p>Genre: Non chronological report</p>	<p>Summer 2: Text: Wonder</p> <p>Genre: Diary</p>	<p>Summer 2: Text: Wonder</p> <p>Genre: Persuasive writing</p>
<p>Core learning:</p> <p>Year 4 recap</p> <ul style="list-style-type: none"> Using fronted adverbials Identify and use co-ordinating/subordinating conjunctions Use expanded noun phrases Use inverted commas correctly. 	<p>Core learning:</p> <ul style="list-style-type: none"> Using colons to introduce a list Using relative pronouns Parenthesis to add information 2 verbs for clarification Paragraphing 	<p>Core learning:</p> <ul style="list-style-type: none"> Adverbs (including fronted) Exclamation sentences Brackets for parenthesis Co-ordinating conjunctions Modal verbs 	<p>Core learning:</p> <ul style="list-style-type: none"> Identify rhyme, structure and form. Use semi colons. Use commas to clarify meaning Language features inc. similes & metaphors 	<p>Core learning:</p> <ul style="list-style-type: none"> expanded noun phrases Semi colons/colons Speech Rhetorical questions Range of clauses Show not tell Paragraphing with cohesion 	<p>Core learning:</p> <ul style="list-style-type: none"> Direct/indirect speech Brackets for parenthesis Relative clauses Colons/semi colons Prepositional phrases Paragraphing with cohesion 	<p>Core learning:</p> <ul style="list-style-type: none"> Headings/subheadings Bullet points Apostrophe's for possession Prepositional phrases Paragraphing with cohesion 	<p>Core learning:</p> <ul style="list-style-type: none"> Direct speech & dialogue Prepositional phrases Apostrophes Show not tell Pathetic fallacy Commas for clarity 	<p>Core learning:</p> <ul style="list-style-type: none"> Fronted adverbials Dashes for extra information Apostrophes for possession Passive voice 	<p>Core learning:</p> <ul style="list-style-type: none"> Relative clauses Punctuation for parenthesis Modal verbs Range of clause structures 	<p>Core learning:</p> <ul style="list-style-type: none"> Verbs for clarification Punctuation for parenthesis Commas to clarify meaning. Semi colons and colons 	<p>Core learning:</p> <ul style="list-style-type: none"> Modal verbs Colons and semi colons Adverbials Paragraphing with cohesion Punctuation for parenthesis
	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Fronted adverbials Expanded noun phrases Using questions correctly 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Subordinating conjunctions Expanded noun phrases 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Expanded noun phrases Verbs for clarification Adverbs to express time and place. 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Co-ordinating conjunctions Subordinating conjunctions Fronted adverbials Brackets for parenthesis 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Adverbs to express time Expanded noun phrases Co-ord/sub-ord 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Relative clauses Brackets for parenthesis Co-ord/sub-ord conjunctions 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Relative clauses Co-ordinating conjunctions Subordinating conjunctions Rhyme/structure/form 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Apostrophes for contraction Expanded noun phrases Prepositional phrases 2 verbs for precision 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Colons/semi colons Brackets for parenthesis Subordinating conjunctions Co-ordinating 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Show not tell Short sentences Exclamation sentences Rhetorical questions 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Verbs for precision Rhetorical questions Colons and commas for lists

Year 6- How can individual people shape the world around them?

Charles Darwin: This book follows the journey of HMS Beagle, showing life on-board the ship for Darwin, the captain, crew and the expedition's artist.

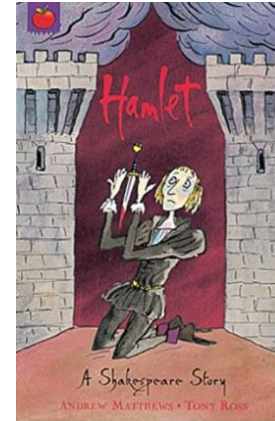
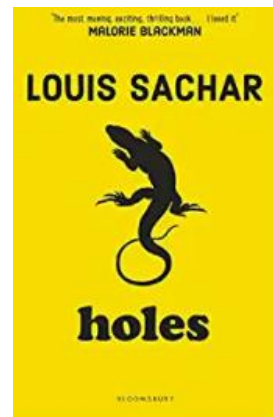


Darwin/The Amazon: Four children are forced to survive after crashing into the Amazon Rainforest.



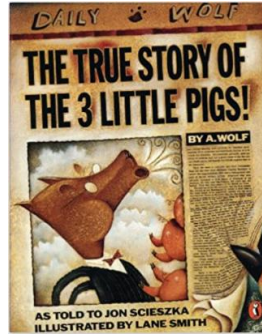
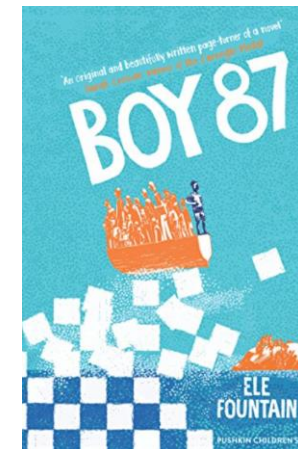
Egyptian topic: This story is set in 1922 around the time that Howard Carter famously excavated Tutankhamun's tomb.

Year 6 recommended read: A boy is sent to a detention centre to dig holes as a punishment...but is all as it seems?



Year 6 recommended read: A brilliant retelling of a classic, and an continuation of the learning of Shakespeare for Year 6.

Year 6 recommended read: Cross school study. A boy tries to escape his fate, and makes a dangerous journey to freedom.



Persuasive writing module based upon justice.

Year 6

<p>Autumn 1: Text: What Mr Darwin Saw</p> <p>Genre: Diary</p>	<p>Autumn 1: Text: The Explorer</p> <p>Genre: Instructions 'How to survive in a rainforest'</p>	<p>Autumn 2: Text: The Explorer</p> <p>Genre: Adventure Story</p>	<p>Autumn 2: Text: The Bear and the Hare</p> <p>Genre: Setting description</p>	<p>Spring 1: Text: Howard Carter</p> <p>Genre: Newspaper</p>	<p>Spring 1: Text: Hamlet</p> <p>Genre: Poetry</p>	<p>Spring 2: Text: Hamlet</p> <p>Genre: Discursive writing</p>	<p>Summer 1: Text: Holes</p> <p>Genre: Non chronological report</p>	<p>Summer 1: Text: Holes</p> <p>Genre: Informal letter</p>	<p>Summer 2: Text: Boy 87</p> <p>Genre: First person narrative</p>	<p>Summer 2: Text: The true story of the three little pigs Literacy shed- 3 little pigs</p> <p>Genre: Persuasive writing</p>
<p>Core learning:</p> <p>Year 5 recap:</p> <ul style="list-style-type: none"> Expanded noun phrases Figurative language Use of cohesion Relative clauses Identify and use co-ordinating/subordinating conjunctions 	<p>Core learning:</p> <ul style="list-style-type: none"> Bullet points Parenthesis Expanded noun phrases Adverbs Semi colons 	<p>Core learning:</p> <ul style="list-style-type: none"> Relative clauses Semi colons/colons Personification Show not tell Building suspense Speech Range of clauses 	<p>Core learning:</p> <ul style="list-style-type: none"> Use figurative language Expanded noun phrases Commas for parenthesis Modal verbs Show not tell 	<p>Core learning:</p> <ul style="list-style-type: none"> Passive voice Direct and reported speech Parenthesis Formal vocabulary 	<p>Core learning:</p> <ul style="list-style-type: none"> Identify rhyme, structure and form. Semi colons. Use commas to clarify meaning Figurative language Puns 	<p>Core learning:</p> <ul style="list-style-type: none"> Modal verbs Semi colons for independent clauses Rhetorical questions Expanded noun phrases Vocabulary for effect Cause and effect sentences Dashes for parenthesis 	<p>Core learning:</p> <ul style="list-style-type: none"> Fronted adverbials Dashes for extra information Apostrophes for possession Passive voice 	<p>Core learning:</p> <ul style="list-style-type: none"> Relative clauses Punctuation for parenthesis Modal verbs Range of clause structures 	<p>Core learning:</p> <ul style="list-style-type: none"> Range of clauses Use of colons Show not tell Co-ord and subordinating conjunctions Range of punctuation marks 	<p>Core learning:</p> <ul style="list-style-type: none"> Modal verbs Adverbs for effect Formal language Range of punctuation marks
	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Relative clauses Using questions correctly Colons Subordinating/coordinating conjunction 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Subordinating/coordinating conjunctions Expanded noun phrases Rhetorical questions 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Verbs for clarification Adverbs to express time and place. 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Co-ordinating conjunctions Subordinating conjunctions Fronted adverbials 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Expanded noun phrases Verbs for clarification Adverbs to express time and place. 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Relative clauses Brackets for parenthesis Co-ord/sub-ord conjunctions Bullet point lists 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Apostrophes for contraction Expanded noun phrases Prepositional phrases 2 verbs for precision 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Colons/semi colons Brackets for parenthesis Subordinating conjunctions Co-ordinating 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Short sentences Exclamation sentences Rhetorical questions 	<p>Prior knowledge:</p> <ul style="list-style-type: none"> Verbs for precision Rhetorical questions Range of clause Rhetorical clauses Co-ord and subordinating